A New, Practical

ENGLISH

GRAMMAR

FOR

All Grades of Schools,

BY

J. F. VAUGHN.

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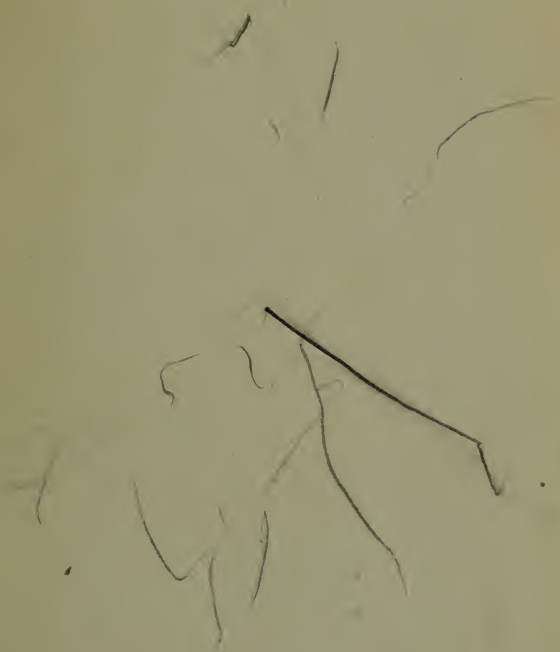


ENGLISH

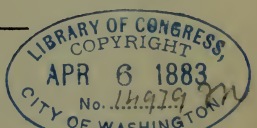
GRAMMAR

Revolutionized and Simplified,

—BY—

J. F. VAUGHN.

39
1975



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PREFACE.

This book is respectfully submitted to the teachers and students of English grammar, with the hope that they will give it an impartial examination, and a fair trial in the class-room. The author has endeavored to make it not only a practical text book for the learner, but also a valuable manual for the learned. He has kept constantly in mind that it is the grammarian's business to disclose, formulate, and illustrate established principles and usages in language, not to invent rules; so that, while the plan and execution of the work are essentially new, all the facts stated are as old as our present English literature from which they have been compiled by patient and laborious study. He has purposely avoided criticizing any other author's statements; aiming rather to make his own in language so simple, concise and perspicuous as to need no defense.

The presentation of his plan made a departure from the usual classification and nomenclature unavoidable; but no change has been made without thereby securing some practical advantage to the pupil. Indeed, this work would not have been written had not a long experience as a teacher convinced the author that the almost universal antipathy to this science could be overcome only by a wider departure from the Greek and the Latin grammars, and a closer adherence to the structure of the English language than we have had exhibited in our text books.

The following are some of the prominent features of this work:—

1. The work is divided into four parts arranged in their natural and progressive order.

2. The topics are not only arranged in a thoroughly progressive order, but each is thoroughly and progressively treated.

3. Each term is clearly defined, and each proposition accurately and concisely stated and illustrated before the pupil is required to use and apply it.

4. The test exercises have been prepared with special reference to the propositions they are intended to illustrate.

5. In Part I. Etymology, and in Part II. Syntax, respectively, are separately and exhaustively treated; and in Part III. they are lucidly combined.

6. While in the treatment of each of the other parts of speech, something new has been given, to the verb and the adverb an entirely new, simple, and exhaustive treatment has been given.

7. A most comprehensive, simple, and exhaustive system of analysis and diagrams is presented, with exercises.

8. Technicalities and confusion producing exceptions are eliminated; and grammar is made plain, easy and practical.

THE AUTHOR.

COVINGTON, INDIANA, March 24, 1883.

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English Grammar.

1. **English Grammar** is the science which treats of the classification and the properties of the words of the English language, their usage and relation to one another in expressions of thought.

Remark.—English Grammar as a science is founded upon that uniformity of usage observed in the writings of the best authors using the English language at the present period.

2. English Grammar will be treated in this book under two heads, namely, **Etymology** and **Syntax.**

ETYMOLOGY.

3. **Etymology** is that department of grammar which treats of the classification and the properties of words.

PARTS OF SPEECH.

4. The words of the English language, with reference to their meaning and use in expressions of thought, are divided into eight classes or Parts of Speech: **Nouns, Pronouns, Adjectives, Verbs, Prepositions, Adverbs, Conjunctions and Interjections.**

Remark.—The same word, in different expressions, may belong to different classes, or parts of speech.

PROPERTIES OF WORDS.

5. **A Property** of a word is whatever distinguishes its use, or application with reference to something else; as, gender, person, number and form of nouns and pronouns; force, use, tense, and orthography of verbs; comparison of adjectives and adverbs, etc.

DEFINITIONS.

6. **A Noun** is a name of anything.

Ex.—Apple, boy, river, James.

7. **A Pronoun** is a word whose primary use is to represent or stand for some other word or expression.

Ex.—I, we, you, ye, he, she, it, who.

8. **An Adjective** is a word which designates some quality, distinction, condition, or limitation of a thing, or things.

Ex.—Good, American, debased, this.

9. **A Verb** is a word used to predicate something, or to intimate such predication of something else.

Ex.—I *read*. *Read* thou. *Reading* good books. To *read*.

10. **A Preposition** is a word which ordinarily introduces and forms a part of a phrase related in sense to some other expression.

Ex.—*Amid* snows; *through* forests; *among* many; *with* precision.

11. **An Adverb** is a word which without being the complement of a preposition expressed or understood, usually serves as a substitute for a prepositional phrase.

Ex.—Now—at this time; there—in that place; speedily—with speed.

12. **A Conjunction** is a word ordinarily used to introduce an expression, or both to introduce it and join it to a preceding expression.

Ex.—*For* me to go is not necessary. *That* I *and* you should go is not necessary. Mary came, *but* Jane remained at home.

13. **An Interjection** is a word or symbol expressive of some feeling or emotion, but which can not enter into relation with any other expression.

NOUNS.

14. **A Noun** is a name of any thing.

Ex.—Book, desk, slate, school, John.

CLASSES.

15. Nouns are divided into two principal classes, namely, **Proper Nouns** and **Common Nouns.**

PROPER NOUNS.

16. **A Proper Noun** is a special name of a person, place, or thing.

Ex.—Henry, Boston, the Hudson.

SUB-CLASSES.

17. Proper Nouns may be divided into three classes, namely, **Simple, Compound** and **Complex.**

18. **A Simple proper noun** consists of a single word.

Ex.—James, Boston, Ohio.

19. **A Compound proper noun** consists of:—

1. Two or more simple proper nouns.

Ex.—William Smith, John Wesley Jones.

2. A title and name.

Ex.—Mr. Sullivan, Miss Susan Miller, General M. D. Manson.

3. A descriptive term and name.

Ex.—Red River, Rocky Mountains.

20. **A Complex proper noun** consists of:—

1. A common noun preceded by a limiting proper noun.

Ex.—Fountain county, New York city.

2. A common noun followed by a limiting phrase consisting of a proper noun preceded by "of."

Ex.—Duke of Wellington, Queen of Scotts.

Remark.—The parts of a complex proper noun may be considered separately.

COMMON NOUNS.

21. **A Common Noun** is a name that may be applied to any one of a class of things.

Ex.—Boy, girl, horse, rock, world, sun.

Remark.—Of common nouns there is a class called Verbal Nouns which it may be important to define, and which is defined as follows:

A Verbal Noun is a verb used without any predicating force, that is, simply to designate what it signifies, as an object of thought.

Ex.—Mary's *singing* is excellent. Good *reading* is interesting.

GENERAL REMARKS.

1. Proper nouns are the names of individuals, while common nouns are the names of classes.

2. Proper nouns become common nouns when they are used as synonyms of common nouns, or as mere words.

Ex.—1. Patrick Henry was the *Cicero* of America. Here "Cicero" is a strong synonym of "orator."

2. Parse *America*. Here "America" is used simply as a *word*.

3. A name of a collection of persons or things is called a Collective noun.

Ex.—The *jury* can not agree. The *army* marched by. Flock, herd, assembly, school.

4. A common noun and its inseparable limiting expression, other than a proper noun, may be called a Complex common noun.

Ex.—Brother-in-law, man-servant, he-goat, man-of-war.

CAPITAL LETTERS.

22. **Rule**—*Every proper noun should begin with a capital letter.*

Ex.—Boston, Henry, Jordon.

1. *Observe* that each word of a compound proper noun should begin with a capital letter.

Ex.—Daniel Webster, General U. S. Grant, Mrs. Ama Smith, White River.

2. *Observe* that words derived from proper nouns and having kindred signification to the noun, should begin with a capital letter.

Ex.—American, English, French, European, Jeffersonian.

3. *Observe* that in complex proper nouns the common noun also begins with a capital letter, when the limiting term does not clearly designate the object meant, otherwise not.

Ex.—Cape of Good Hope, county of Fountain, Warren county, city of New York.

4. *Observe* that in the titles of books, essays, poems, etc., only the principal words begin with capital letters.

Ex.—Statutes of Indiana, The Buzz of the Wheel, [a poem.]

5. *Observe* that when proper nouns become common nouns they retain their capitals.

Ex.—He is the Arnold of our cause. He is the Burke of congress.

Remark.—Usage as to capitals is not absolutely uniform. They are now much less frequently used than formerly.

TEST EXERCISE.

Point out the nouns, tell their class and sub-class, and justify capitals.

1. Lord Byron was a poet of great genius. 2. Good books are useful. 3. Mr. John Adams was a statesman. 4. Miss Johnston's singing was admirable. 5. The Duke of Wellington was victorious at the great battle of Waterloo. 6. England is a populous island. 7. The English are industrious. 8. The United States of North America is a great country. 9. British Columbia is north of Washington Territory, bordering the Pacific ocean. 10. Indianapolis, the capital of the state of Indiana, is situate in Marion county. 11. Mr. Jones recommended White's Arithmetic. 12. John's arithmetic is old; mine is new. 13. Horses are useful animals. 14. The convention has adjourned. 15. The printing press is stronger than a great army.

PROPERTIES OF NOUNS.

23. The grammatical properties of nouns and pronouns are **Gender, Person, Number** and **Form.**

GENDER.

24. *Remark.*—Gender, as a grammatical property, is important chiefly in determining which of certain pronouns should be used. It will be treated under the head Pronoun.

PERSON.

25. **Person** is a term applied to nouns and pronouns in distinguishing the speaker, the addressed, and the spoken of. There are three grammatical persons, namely, the First, the Second, and the Third Person.

26. Pronouns which designate the speaker, including those represented by the words *we*, *our*, *ours*, *us*, and their compounds, have the **First Person.**

Ex.—*I* shall go. *We* must educate.

27. Nouns and pronouns which designate the parties, or things addressed, including those represented by the words *you*, *ye*, *your*, or *yours*, and their compounds, have the **Second Person.**

Ex.—John, you may shut your book. *Jane*, *you* and Ann may bring *your* books to-morrow.

28. Any expression representing something *spoken of*, may have the **Third Person.**

Ex.—*William* went to see *his uncle*. *To be contented* is *to be happy*. *That we shall fail*, is not to be expected.

Remark 1.—Person as a grammatical term, is applied to expressions representing objects of thought, not to the objects themselves.

Remark 2.—Nouns never have the first person. The speaker uses a pronoun to represent himself, but he frequently adds his name to fix the reference of the pronoun, and then the noun as the third person.

Ex.—I, John, saw a vision. I am Howard Gray.

Remark 3.—Nouns have the second person by address only, or by exclamation closely akin to address.

Ex.—Friends, I am glad to see you. Why, George! how you startle me.

TEST EXERCISE.

Determine the Person of the nouns, pronouns and expressions denoting objects of thought.

1. I saw a bird flying through the air. 2. We lent our buggy to our friends. 3. The poor appeal to us for

sympathy. 4. William, how old are you? 5. Mary, you and your sisters may bring your friends to the party. 6. John and James have returned. 7. The teacher promised to give all the good boys and girls of his school an extra holiday. 8. We, (John, James and I,) are friends. 9. Music has power to lull the wildest passion. 10. Music, painting and sculpture are arts of refinement. 11. This lesson is not a difficult one. 12. We have finished our task easily.

NUMBER.

29. **Number,** in grammar, is a term used in distinguishing whether an expression represents but one, or more than one of the same class of things.

Ex.—Boy, boys; school, schools; 5, 5's; this, these.

30. There are two grammatical numbers, namely, the **Singular,** and the **Plural Number.**

31. An expression denoting but one of a given kind, or aggregate, has the **Singular Number.**

Ex.—Book, dozen, army, I.

32. An expression denoting more than one of a given kind, or aggregate, has the **Plural Number.**

Ex.—Books, armies, dozens, we.

FORMATION OF PLURALS OF NOUNS.

33. Singular nouns whose last sound will readily unite with *s* are made plural by adding *s*.

Ex.—Book, books; tree, trees; cat, cats.

34. Singular nouns ending in *ch* soft, *s*, *sh*, *x*, *z*, are made plural by adding *es*.

Ex.—Church, churches; gas, gases; brush, brushes; Box, boxes; phiz, phizes.

35. Some singular nouns ending in *f* or *fe* are made plural by adding *s*; others, by dropping these letters and adding *ves*.

Ex.—Beliefs, strifes; elves, wolves, knives, wives.

36. Some singular nouns ending in *o*, after a consonant are made plural by adding *s*; others, by adding *es*.

Ex.—Cantos, solos, pianos; heroes, cargoes.

37. Singular nouns ending in *y* after a consonant are made plural by dropping *y*, and adding *ies*.

Ex.—Skies, flies, glories, beauties.

38. Some singular nouns are made plural by adding *n*, or *en*.

Ex.—Ox, oxen; hose, hosen or hose.

39. Some singular nouns are made plural by a change of vowel.

Ex.—Man, men; goose, geese; mouse, mice.

40. Some singular nouns have two plurals, having different significations.

Ex.—Brother, brothers (having the same parents), brethren (of the same society); Die, dice (for gaming), dies (for printing); Fish, fishes (individuals), fish (species); Fowl, fowls (individuals), fowl (species); Index, indexes (references), indices (signs in mathematics); Pea, peas (individuals), pease (species); Penny, pennies (coins), pence (value); Sail, sails (canvas), sail (vessels); Shot, shots (times fired), shot (number of balls).

41. Some singular nouns are used for both numbers.

Ex.—Deer, salmon, sheep, trout.

42. Some nouns having the plural form are used for both numbers.

Ex.—Alms, billiards, bellows, ethics.

43. In complex nouns that part which is limited by the other part is made plural.

Ex.—Brothers-in-law, courts-martial, man-traps.

44. Compounds of a title and name sometimes have the title, sometimes the name, and sometimes both the title and name, pluralized.

Usage is tending toward pluralizing the name only.

Ex.—The three Miss Clarks, the two Mrs. Joneses.

NOTE.—A title used with two or more different names is properly pluralized.

Ex.—Generals Howard and Hancock. The Misses Clark, Jones, and Howard.

45. Letters, figures and signs are made plural by adding an apostrophe and *s*, ('s).

Ex.—a's, b's, c's, 4's, 6's, x's.

TEST EXERCISE.

Write the plurals of the following:

Desk, stove, tree, chief, key, stage, folio, nurse, lens, brush, church, box, phiz, monarch, vanity, colloquy, hero, cargo, negro, canto, tyro, quarto, solo, memento, loaf, leaf, sheaf, self, thief, life, belief, tooth, man, woman, child, chick, goose, swan, mouse, rat, 8, 20, p, q, in, on, oh, Miss Susan Jones, Annie Clark, and Maud Long; Captain Smith and Carter, sister-in-law, man-servant, maid-servant, he-goat, she-goat, cup-full, hand-full.

[Let the teacher extend this exercise.]

FORMS OF NOUNS.

46. Nouns, both singular and plural, have two forms, namely, the **Nominative,** and the **Possessive Form.**

47. **The Nominative** is the simple or name form, whether singular or plural.

Ex.—Boy, boys; store, stores; hat, hats.

48. **The Possessive** is the name form with an additional apostrophe (') or an apostrophe and *s* ('*s*).

Ex.—Boy's, boys'; store's, stores'; hat's, hats'.

Remark 1.—When the singular nominative ends with two or more sounds of *s* or *z*, add the apostrophe only; otherwise, add both the apostrophe and *s*, for the singular possessive.

Ex.—Moses' law, Jesus' name, man's hat.

Remark 2.—When the plural nominative ends in s, add the apostrophe (') only; otherwise, add both the apostrophe and s, ('s), for the plural possessive.

Remark 3.—The apostrophe ('), or the apostrophe and the letter s, ('s), is the possessive sign, and primarily signifies "belonging to."

[See Syntax of the Noun.]

DECLENSION.

49. **The Declension** of a noun or a pronoun is the orderly arrangement of its Numbers and Forms.

ILLUSTRATION.

Singular Number.

NOMINATIVE.—Boy, (one boy).

POSSESSIVE.—Boy's, (belonging to one boy.)

Plural Number.

NOMINATIVE—Boys. (more than one boy.)
POSSESSIVE—Boys', (belonging to more than one boy.)

In like manner decline the following:

Bird, child, cloud, city, desk, father, grove, house, girl, woman, town, doctor, sky, pig, statesman, lawyer, teacher, James, Mary, Susan, king, emperor, ox, fox, five, corn, grove, river, mountain, valley, book, brother-in-law.

[The teacher may extend this exercise *ad libitum*.]

PARSING.

50. **Parsing** consists in telling what part of speech a word is, and its properties if it has any properties.

NOTE. — Prepositions, conjunctions, interjections, and many words of other parts of speech, have no recognized properties.

TEST EXERCISE.

Parse the Nouns in the following:

1. Birds fly.

Birds is a common noun, 3d person, plural number, nominative form.

2. The army marched through the town.

Army is a collective common noun, 3d person, singular number, nominative form.

Town is a common noun, 3d person, singular number, nominative form.

3. John called at Mr. Reed's.

John is a simple proper noun, 3d person, singular number, nominative form.

Mr. Reed's is a compound proper noun, 3d person, singular number, possessive form.

4. My brother-in-law is sick.

Brother-in-law is a complex common noun, 3d person, singular number, nominative form.

5. Iron is a metal. 6. Snow is frozen vapor. 7 Fishes swim in the river. 8. Pilot-Knob is the greatest mass of iron in the world. 9. William Cullen Bryant wrote many beautiful poems. 10. President Hayes appointed General Keys postmaster-general. 11. Singing is a delightful exercise. 12. Beauty and minstrelsy can never die. 13. Vice is a monster. 14. Children go to school. 15. The two Misses Brown visited their uncle's family. 16. The jurymen could not agree. 17. The council were not agreed. 18. It was a will-of-the-wisp.

PRONOUNS.

51. **A Pronoun** is a word which ordinarily represents, or stands for some other expression.

Ex.—I, we, thou, you, ye, he, she, it, they, who, which, what, that.

52. The expression for which a pronoun stands is called its **Antecedent.**

Ex.—John lost *his* book, and *he* now regrets *it*. Here "John" is the antecedent of "his" and "he;" and "That he lost his book" is the antecedent of "it."

NOTE.—The antecedent of a pronoun may be either expressed or implied, and when expressed, it may either precede or follow the pronoun.

CLASSES.

53. Pronouns are divided into five classes, namely, **Personal, Possessive, Conjunctive, Interrogative,** and **Correlative Pronouns.**

PERSONAL PRONOUNS.

54. **The Personal Pronouns** are those which not only represent their antecedents, but also show their grammatical person and number.

They are either **Simple** or **Compound.**

55. The Simple Personal Pronouns are:—

1. *The First Person.*

SINGULAR—I, my or mine, me.
PLURAL—We, our, us.

2. *The Second Person.*

SINGULAR—Thou, thy or thine, thee.
PLURAL—Ye, your, you, (*or common usage,*) you, your.

3. *The Third Person.*

SINGULAR—{ *Masculine*, he, his, him. / *Feminine*, she, her. / *Neuter*, it, its.
PLURAL—They, their, them.

56. The Compound Personal Pronouns are:—

1. *The First Person.*

SINGULAR—Myself, ourself (rare).
PLURAL—Ourselves.

2. *The Second Person.*

SINGULAR—Thyself, yourself.
PLURAL—Yourselves.

3. *The Third Person.*

SINGULAR—{ *Masculine*, himself. / *Feminine*, herself. / *Neuter*, itself.
PLURAL—Themselves.

GENERAL REMARKS.

1. The first person singular personal pronouns represent only the person using them.

Ex.—I, George Jones, saw the comet.

2. The first person plural personal pronouns are used instead of the singular, by monarchs, reviewers, and authors, to give dignity to their sayings, or to avoid the appearance of egotism. But the tendency now is to use the singular. The plural is correctly used, also, when the speaker includes others with himself, though they may, in fact, be addressed, or spoken of.

Ex.—John, you and James and I have friends who will help *us*. Here, it is clear that *us* represents the speaker, the addressed, and the party spoken of; yet, because these pronouns *always* include the party using them, whether neither or either, or both the other grammatical persons are included, they are called first person.

3. The second person singular represents a single party addressed. Their plurals represent two or more parties addressed at the same time, or parties spoken of in connection with the addressed.

Ex.—*Thou* and *thy* brother may bring *your* books tomorrow.

4. *You* and *your*, in common usage, are used for both numbers.

Ex.—John, you may be excused. Jane and Annie, you may recite.

5. Third person singular personal pronouns represent, each, a single party spoken of; and their plurals, each, two or more parties spoken of.

Ex.—John lost *his* books, and James found *them*.

NOTE.—***It*** is frequently used to represent any grammatical person and number.

Ex.—It is I. It is you. It is they.

NOTE 2.—***Mine*** and ***thine*** were formerly used before words beginning with a vowel sound; and they are still sometimes so used in poetry,

Ex.—Mine eyes have seen the glory, etc.

POSSESSIVE PRONOUNS.

57. **The Possessive Pronouns** are those which not only represent the possessor, but also obviate the repetition of the name of the thing possessed.

They are either *Simple* or *Compound.*

58. The Simple Possessive Pronouns are, mine, ours; thine, yours; his, hers; its, and theirs.

59. The Compound Possessive Pronouns are, my own, our own; thy own, your own; his own, her own; its own, their own.

Remark.—Possessive pronouns become personal pronouns when they precede and limit the expression denoting the thing possessed.

Ex.—It was your own fault. His hat is in the hall.

GENDER.

60. **Gender** is a term applied to nouns and pronouns with reference to sex.

61. **Sex** is a physical property of things, distinguishing them as *male* or *female*, or as *neither* male nor female.

62. There are two sexes, namely, the Male and the Female.

Ex.—Man, woman, boy, girl.

63. There are four genders, namely, the **Masculine,** the **Feminine,** the **Common,** and the **Neuter.**

64. Nouns and pronouns denoting male beings only, have the **Masculine Gender.**

Ex.—Men, boys, he, his, him.

65. Nouns and pronouns denoting female beings only, have the **Feminine Gender.**

Ex.—Woman, girl, maid, she, her.

66. Nouns and pronouns denoting either male or female beings, or both, without distinguishing their sex, have the **Common Gender.**

Ex.—Parent, children, friends, cousin.

67. Nouns and pronouns denoting things that are neither male nor female, have the **Neuter Gender.**

Ex.—Stones, water, air, lead, it, its.

NOUNS.

68 The masculine and feminine genders of nouns are usually distinguished :—

1. *By different words.*

Ex.—Man, woman; boy, girl; father, mother; uncle, aunt; nephew, niece; horse, mare; drake, duck, cock, hen; gander, goose; son, daughter; Mr., Mrs.; Charles, Caroline; Augustus, Augusta.

2. *By some distinguishing part in derivative and compound words.*

Ex.—Abbott, abbess; actor, actress; administrator, administratrix; benefactor, benefactress; lion, lioness; murderer, murderess; prior, prioress; tiger, tigress; man-servant, maid-servant; he-goat, she-goat; Mr. Jones, Miss Jones, Mrs. Jones; pea-cock, pea-hen.

Remark.—It is important to distinguish the gender of nouns only when they are to be represented by the third person singular personal or possessive pronouns.

PRONOUNS.

69. *He*, *his*, *his own*, *him*, and *himself* are called *masculine pronouns*, because ordinarily they represent males.

Ex.—An honest man will do unto his neighbors as he desires them to do unto him.

70. *She*, *her*, *hers*, *her own*, and *herself* are called *feminine pronouns*, because ordinarily they represent females.

Ex.—She is a lady of society, fully conscious of her own attractiveness.

71. *It*, *its*, *its own*, and *itself* are called *neuter pronouns*, because they ordinarily represent things not regarded as either male or female.

Ex.—The rose is not conscious of its beauty or its fragrance.

72. Singular nouns of the common gender are usually represented by the masculine pronouns, which are then said to have the common gender.

Ex.—Every person has *his own* faults.

73. But when it is important to distinguish the sexes, both the masculine and the feminine pronouns should be used.

Ex.—Every pupil has received his or her certificate of admission.

74. Things without sex are often thought of as being male or female, and are so represented by the pronoun.

Ex.—The sun shines in *his* strength; the moon, in *her* beauty.

NOTE.—The names of things distinguished for size, power, or sublimity, when thought of as exercising volition, are frequently regarded as masculine; and, those noted for grace, beauty, gentleness, or productiveness, as feminine.

75. Animals are frequently represented by the masculine, or the feminine pronouns, without reference to the real sex.

Ex. — The fox cunningly evades his pursuers. The cat steals upon her prey.

76. Animals and children are often represented by the neuter pronouns, their sex being disregarded.

Ex.—The hunter found a deer and killed it. The child loves its mother.

NOTE.—For further treatise of these pronouns see Syntax of the Pronouns.

CONJUNCTIVE PRONOUNS.

77. **Conjunctive Pronouns** are those which not only represent their antecedents, but usually introduce an additional clause.

They are either *Simple or Compound.*

78. The Simple Conjunctive Pronouns are:—who, whose, whom; which, what, that, and as.

79. The Compound Conjunctive Pronouns are those formed by adding *so*, *ever*, or *soever* to who, whose, whom, which or what.

Ex.—Whosoever, whatever, whatsoever, etc.

REMARKS.

1. *Who* and its derivatives represent persons, and personified animals and things.

Ex.—The man whom we saw, was a traveler. The lion who was called William, lay sleeping.

2. *Which* and its derivatives represent infants, animals and things.

Ex.—The child which was lost has been found. The tree of which I spoke, stood on the hill.

3. *That* is a conjunctive pronoun when it takes the place of who, or which, or any of their derivatives.

Ex.—A man that would have friends:— A book that has been read:— A lion that has been tamed.

4. *What*, as a conjunctive pronoun, is equivalent to two expressions of which one may be the antecedent or a pronominal adjective, and the other a conjunctive pronoun. It may be called a *double conjunctive pronoun.*

Ex.—I will give you what (the thing which, or that which) I have.

5. *As* is a conjunctive pronoun when it is used instead of *who*, or *which*, or any of their derivatives, or *that*, which is frequently done after *such*, *many*, and *same.*

Ex.—Such *as* will, may come. There are as many

guests *as* can be entertained. My book is the same *as* yours.

6. The compound conjunctive pronouns are generally equivalent to two expressions of which one may be the antecedent or a personal pronoun representing it, and the other a simple conjunctive pronoun. Or they may be equivalent to *what*.

Ex.—Admit whoever comes. Send whichever you choose. Whatsoever ye would that others should do unto you, do ye unto them.

INTERROGATIVE PRONOUNS.

80. **Interrogative Pronouns** are those which not only represent their antecedents, but introduce direct questions.

They are *who*, *whose*, *whom*, *which*, and *what*.

Ex. — Who comes there? Whose house is that? Which will you take? What have you?

REMARKS.

1. The antecedent of an interrogative pronoun is that part of the answer which designates the object enquired for.

Ex.—*Who* is that man? Ans. He is *Mr. Smith*.

2. When *who* or its derivatives, *which*, and *what*, are used to ask about persons, *who* seeks the name, *which*, a particular one of two or more, and *what*, the occupation, character, etc.

Ex.—Who is that man? 2. Which man? 3. What is he?

Ans. to 2d. He that stands alone.
Ans. to 1st. Mr. Jones.
Ans. to 3d. A merchant, or a gentleman, etc.

3. All interrogative pronouns become conjunctive pronouns in indirect questions.

Ex.—We have heard *who* the thief was. Do you know *what* has been done?

NOTE 1.—***A direct question*** is one that requires an answer to complete the meaning.

Ex.—Who is that boy? Ans. He is John Jones.

NOTE 2.—***An indirect question*** is one which by being incorporated in another expression, has lost its distinct interrogative force.

Ex.—We know *what ought to be done.* Do you know *who bought the farm?* Here "Do you know," etc., is the direct question, and "who bought the farm," is the indirect question.

4. *Which* and *what* and their derivatives are *pronominal adjectives*, when they precede other expressions which they limit.

Ex.—Which house—What house, etc.

CORRELATIVE PRONOUNS.

81. **Correlative Pronouns** are those which usually require their antecedents consisting of two or more terms joined by conjunctions, to be expressed as appositive expressions. They are *both*, *either*, *neither*, *and whether.*

REMARKS.

1. *Both* represents not only the one but also the other of the two terms, which must be joined by "and," of its antecedent.

Ex.—Both *William and James* are here.

2. *Either* represents separately and indifferently each

of the two, and sometimes more terms, which must be joined by "or," of its antecedent.

Ex.—Either *John or James* will come.

3. *Either* is equivalent to "not either," and requires that the terms of its antecedent be joined by "nor."

Ex.—Neither John nor James will come.

4. *Whether* usually represents separately and indifferently one affirmative and one negative term joined by "or," as its antecedent.

Ex.—Whether *he will go or he will not go*, will soon be decided.

(See Syntax of Pronouns.)

DECLENSION.

82. Some of the Simple Personal pronouns and "Who" both as a Conjunctive and Interrogative pronoun, have three Forms, namely, the *Nominative*, the *Possessive*, and the *Object*.

They are declined as follows:

The First Person.

(SINGULAR NUMBER.)		(PLURAL NUMBER.)
Nominative,	I,	we,
Possessive,	my,	our,
Object,	me.	us.

The Second Person.

Nom.	thou,	ye,
Poss.	thy,	your,
Obj.	thee.	you.

(SINGULAR NUMBER.)		(PLURAL NUMBER.)
	Common Usage.	
Nom.	you,	you,
Poss.	your,	your,
Obj.	you,	you.
	The Third Person.	
Nom.	he, she, it,	they,
Poss.	his, her, its,	their,
Obj.	him, her, it,	them.

"Who" is thus declined:

Nom., who. *Poss.*, whose. *Obj.*, whom.

Remark 1.—Possessive Pronouns have only the Possessive Form. All other pronouns not given above have only the Nominative Form.

Remark 2.—Pronouns are said to agree with their antecedents in gender, person and number.

PARSING.

In parsing a pronoun, tell its class and sub-class, antecedent, gender, person, number and form.

NOTE.—It is essential to name the gender of only the third person singular of the personal and the possessive pronouns; and the number of only personal and possessive pronouns.

TEST EXERCISE.

Parse all the pronouns in the following:

1. John lost his ball.

His is a simple personal pronoun; its antecedent is "John;" it has the masculine gender, third person, singular number, and possessive form.

2. We lost our hats, but Jane found hers.

We is a simple personal pronoun; its antecedent is unknown; it has the first person, plural number, and nominative form.

Our is parsed like "we," except it has the possessive form.

Hers is a simple possessive pronoun; its antecedent is Jane; it has the feminine gender, third person, singular number, and possessive form.

3. The man who told me was here.

Who is a simple conjunctive pronoun; its antecedent is "man;" it has the nominative form.

Me is a simple personal pronoun, first person, singular number, and object form.

4. Who is the man that you saw ?

Who is a simple interrogative pronoun; its antecedent is unknown; nominative form.

That is a simple conjunctive pronoun; its antecedent is man; nominative form.

You is a simple personal pronoun; antecedent, gender, and number unknown; second person, and nominative form.

5. Both to slander our friends and to worship them are wrong.

Both is a correlative pronoun; its antecedent is "to slander our friends [and] to worship them;" third person, plural number, nominative form.

6. He and I saw you at his house. 7. Mary gave her sister a new book. 8. My uncle gave the book to her. 9. I saw the fox and told him about it. 10. They themselves told us. 11. The horse was not his, nor yours, but mine. 12. Take only what is thy own. 13. He is an esteemed friend of ours. 14. They who came, were delighted. 15. Whoever will, may come. 16. The house

which you saw, is theirs. 17. They that keep the law contend with the wicked; but such as forsake it, praise them. 18. We shall do what is right. 19. I shall not tell who spoke to me. 20. Have you heard who the stranger is? 21. John does many errands, which assists me. 22. Either to be rich or to be famous is often a misfortune. 23. Neither wealth nor fame could save Rome. 24. Whether William will go or not, is not known. 24. Silver is mined in both Peru and Mexico. 26. Both our going to the mountains and our meeting so many friends there, gave us great pleasure. 27. Whoever takes without right, what is not his own, is dishonest.

ADJECTIVES.

83. **An Adjective** is a word which designates some quality, distinction, condition, or limitation of a thing or things.

Ex.—Sweet, African, flying, this, that.

CLASSES.

84. Adjectives are divided into two principal classes, namely, *Descriptive* and *Definitive Adjectives.*

DESCRIPTIVE ADJECTIVES.

85. **A Descriptive Adjective** is a word that designates some quality, distinction, or condition of a thing or things.

Ex.—*Sour* apples; *European* customs; *blazing* fires.

Remark 1.— When an adjective is formed from a proper noun, it is called a *Proper Adjective.*

Ex.—American, German, Washingtonian.

Remark 2.—When a verb is used so as merely to describe, or denote the condition of a thing or things, it is called a *Verbal Adjective.*

Ex.—A *loving* mother; the *rising* sun; a *besotted* man; a *to-be-remembered* event.

Remark 3.—Two or more words are frequently joined by hyphens, and form a *Compound Adjective.*

Ex.—Sweet-smelling, bright-blue, long-lived, dark-red.

TEST EXERCISE.

Point out the descriptive adjectives.

1. Dark, heavy clouds obscured the sun. 2. Clear, sparkling water flows from the shaded spring. 3. The soft, white snow covers the brown fields. 4. Lucy gave me a large, luscious, ripe peach. 5. There are many costly palaces in the European cities. 6. The cowardly robber carried concealed weapons. 7. A blazing torch lighted our rugged path.

DEFINITIVE ADJECTIVES.

86. **A Definitive Adjective** is one that without describing, designates some limitation of a thing or things.

Ex.—A, an, the, this, that, some, any, all, five.

SUB-CLASSES.

87. Definitive Adjectives are divided into *Articles*, *Pronominals*, and *Numerals.*

ARTICLES.

88. The Articles are *A* or *An* and *The.*

89. **A** or **An,** called the *Indefinite Article*,

designates in a general way, a single thing, or a single aggregate.

Ex.—A man; an hour; a dozen.

Remark.—*A* is used before words beginning with a consonant sound; and *An* before those beginning with a vowel sound.

Ex.—A horse, a mule, a dog; an ox, an owl, an hour, an heir, an enemy.

90. **The,** called the *Definite Article*, designates somewhat definitely a conception, whether it be of a single thing, a collection, or a species.

Ex.—The sun, the stars, the rich, the Turk, the Mississippi, the Hudson. The lion is stronger than the ox.

PRONOMINALS.

91. **A Pronominal Definitive Adjective** is one which not only designates some limitation of a thing, but usually without an article prefixed, may also represent the thing.

They are: This, that, these, those, each, both, either; neither, much, many, few, several, all, none, any, one, other, another, such, some, both, what, whatever, whatsoever, which, whichever, and whichsoever.

The following, also, have been classed with the above: Certain, every, else, divers, former, latter, first, last, same, you, and yonder.

Remark.—*Both*, *either*, and *neither* are adjectives when the expression they limit consists of a single term with or without modifiers, or when the expression they limit is understood.

Ex.—Both boys were here, or, both were here. Either hat looks well, or, either looks well. Neither officer obeyed, or, neither obeyed.

[See correlative pronouns.]

NUMERALS.

92. **A Numeral Definitive Adjective** is one that designates definitely the number, order, or fold of a thing or things.

They are divided into three classes, namely, *Cardinals*, *Ordinals*, and *Multiplicatives*.

93. **The Cardinals** designate number definitely.

Ex.—One, two, three, one hundred, Etc.

94. **The Ordinals** denote the order, rank, or position of a thing or things, definitely.

Ex.—The first, the fortieth, the fiftieth.

95. **The Multiplicatives** denote definitely how many fold. They are closely akin to descriptive adjectives.

Ex.—A single tree, a double loop, a two-fold view, a triple pleasure, a three-ply carpet, a many-fold paper, &c.

COMPARISON.

96. **The Comparison** of an adjective is the variation of its form, by means of which different degrees of quality or limitation are designated.

Ex.—Sweetish, sweet, sweeter, sweetest.

97. There are four degrees of comparison, namely, the *Diminutive*, the *Positive*, the *Comparative* and the *Superlative*.

98. **The Diminutive** degree denotes a less amount of the quality than the *Positive*, from which it is formed by adding *ish*.

Ex.—Greenish, bluish, reddish.

99. **The Positive** degree denotes the simple quality or limitation designated by the adjective without a comparison.

Ex.—Green, blue, red, good, bad, few.

100. **The Comparative** degree denotes an increase of the quality or limitation designated by the *Positive* from which it is formed by adding *er*.

Ex.—Sweeter, larger, fewer, prettier.

101. **The Superlative** degree denotes the greatest increase of the quality or limitation of the *Positive* from which it is formed by adding *est*.

Ex.—Sweetest, softest, largest, happiest.

REMARKS.

1. The rules of spelling must be observed in adding the terminations *ish*, *er*, and *est*.

2. Comparatively few adjectives admit the diminutive form; and, generally, only adjectives of one syllable, and those of two syllables ending with a vowel or liquid sound, admit the comparative and superlative forms.

3. *A Compound or Adverbial* comparison of quality or limitation may be denoted by prefixing to the Positive the words *more* or *less* for the Comparative degree, and *most* or *least* for the Superlative.

Ex.—Beautiful—*more*, or *less* beautiful—*most*, or *least* beautiful.

4. Some adjectives which taken in their full sense, do not admit the degrees of comparison, are often used in

less than their full meaning, and given the comparative and superlative degrees.

Ex.—Blind, blinder, blindest, meaning nearly blind, more nearly blind, most nearly blind.

5. Some adjectives have different words for the different degrees of comparison, as, good, better, best; bad, worse, worst. Others have irregular terminations, as, fore, former, foremost, or first. Others lack some one of the degrees, as, Pos.—, Com., inner, Sup., innermost.

6. By the use of modifying expressions, the extent of quality or limitation may be variously denoted.

Ex.—Very sweet, somewhat sweet, unusually sweet, Etc.

PARSING.

In parsing an adjective, give its class and subclass, and, if comparable, its degree of comparison.

TEST EXERCISE.

1. A ripe peach hung on the swaying twig.

A is the indefinite article, definitive adjective; incomparable.

Ripe is a descriptive adjective, positive degree of comparison; compared: ripe, riper, ripest, when used in its limited sense.

The is the definite article, definitive adjective; incomparable.

Swaying is a verbal descriptive adjective; incomparable.

2. The wealthy are not always happier than the poor.

Wealthy and *Poor* are descriptive adjectives, positive degree of comparison. Compare them.

Happier is a descriptive adjective, comparative degree of comparison. Compare it.

[Parse *the* and *the*.]

3. That man is famous.

That is a pronominal definitive adjective, incomparable.

Famous is a descriptive adjective, positive degree of comparison; compared: famous, more, or less famous, most, or least famous.

4. Those two men were here yesterday.

Those is a pronominal definitive adjective, incomparable.

Two is a cardinal numeral definitive adjective; incomparable.

5. The first double assault was made at noon.

First is an ordinal numeral definitive adjective, incomparable, though superlative form.

Double is a multiplicative numeral definitive adjective, incomparable.

6. A disastrous war laid waste this beautiful and fertile country. 7. The general rode an iron-gray horse. 8. He was the handsomest man in the seventh regiment. 9. The oldest man in the new colony was chosen president. 10. Lord Byron wrote many beautiful poems. 11. Mary's chief pleasure is to read sensational literature. 12. The accommodating clerk showed us some fine three-ply carpets. 13. A hidden danger awaited them. 14. A to-be regretted remark was made. 15. A heavy bombardment was continued for six hours against the doomed fort. 16. What right has he to take the best of everything?

VERBS.

102. **A Verb** is a word used to predicate something, or to intimate such predication of something else.

Ex.—I *read*. *Read* thou. By *reading* good books we *become* well informed. To *read* books *requires* time. I *am*. If I *be*, etc.

NOTE.—***Predicate*** is here intended to have the force of affirm, declare, say, tell, etc.

103. **A Verb-Complement** is a verb used to complete a verb-group.

Ex.—Can *go*, might *read*, shall *sing*.

104. **A Verb-Group** consists of two or more verbs used as a single expression.

Ex.—Could run, should have come, etc.

FORCE.

105. With reference to their force in constructions, verbs are divided into three classes, namely, *Transitive*, *Intransitive*, and *Group-Verbs*.

106. **A Transitive Verb** is one that requires the addition of an object complement to receive or terminate its force.

Ex.—John *studies algebra*. *Let him go*. To *own land*.

107. **An Intransitive Verb** is one that does not require the addition of an object complement.

Ex.—Birds *fly*. Men *work*. God *is*.

NOTE.—Many verbs may be transitive or intransitive. When it is intended to represent an action merely, though the verb might take an object complement, the verb is intransitive; as, ***I read, to write, to study.*** Here the thing read, or written, or studied, is either very remotely thought of, or else not thought of at all, and the verbs are used with their intransitive force. So also some verbs generally used intransitively, become transitive when used in the sense of ***to cause***, or when followed by an object complement kindred in signification to the verb.

Ex.—I flew a kite; i. e., I caused a kite to fly. I dreamed a dream. He lived a noble life.

108. **A Group-Verb** is one that requires the addition of a verb-complement to form a verb-group. The group verbs are *can*, *may*, *must*, and *shall*.

Am, *be*, *do*, *have*, *was*, and *will* are used both as group-verbs, and as transitive or intransitive verbs.

USES.

109. With reference to use, verbs and verb-groups are divided into four classes, namely, *Declarative*, *Imperative*, *Assumptive*, and *Indifferent*.

NOTE.—The same verb may have all of these uses.

Ex.—*Declarative*, I *read*. *Imperative*, *Read* thou. *Assumptive*, By *reading*, I learn. *Indifferent*, *To read* a book.

110. **The Declarative Verb,** or verb-group, asserts something directly, conditionally, or interrogatively of something else.

Ex.—John writes. If I could write, I would send you a letter. Can you read? Who comes there?

111. **The Imperative Verb,** or verb-group, always implies some preceding assertion, and indicates—

1. A command; as, John shut the door. 2. An entreaty; as, Come to me, Johnny. 3. An exhortation;

as, Forsake thy evil ways, O, sinner! 4. An invitation; as, Come and dine with us. 5. A wish; as, God help the poor; Ruin seize thee. 6. Indifference; as, Well, let him go. 7. A challenge; as, Strike, if you dare. 8. Permission; as, May I go? Yes, *go*. A supposition; as, Give him an inch and he will take an ell.

NOTE.—The imperative verb never asserts, but because it implies a preceding assertion, the utterance of it sounds forcible, independent, and assertive. *Illustration*—"John, shut the door." This is equivalent to, "John, I command you that you shall shut the door."

112. **The Assumptive Verb,** or verb-group, intimates a predication, and without asserting it, assumes it as a subordinate fact.

Ex.—A boy, *running*, stumbles; A letter *written* for me came to-day. Here *running* and *written* assume as facts what they predicate, but depend upon some other expression for their assertive force.

113. **The Indifferent Verb,** or verb-group, intimates in a general way a predication without asserting it. It may be known by its usually having or admitting *to* before it.

Ex.—To run. To be running. To have run. We wish John *to study* law.

REMARKS.

1. **To** is generally omitted after *bid*, *dare*, *feel*, *have*, *hear*, *let*, *make*, and *see*, with active subjects.

Ex.—I bade him *stand*. We felt the car *move*. They have him *bring* the mail. Let us *go*. See the bird *fly*. They made him *go*.

2. When two or more indifferent verbs are used in succession, *to* is generally omitted before each except the first.

Ex.—He plotted *to burn* Rome, *massacre* the senate, and *seize* the government.

NOTE.—Verb-groups take the *use-name* of their leading group-verb.

TEST EXERCISE.

Point out the verbs and verb-groups in the following, and give their Force and Use:

1. John studies algebra. 2. We have seen a beautiful picture. 3. Mary reads well. 4. Study your lesson diligently. 5. James, come here. 6. William should have gone yesterday. 7. Believing the report we started to find the wolf's den. 8. Having returned to our camp, we prepared supper. 9. We have been trying to learn something. 10. Did you hear John read the letter? 11. Go and get your book. 12. Be honest, and you will have friends. 13. They came to plunder, destroy and kill. 14. I felt the blood rush to my cheeks. 15. We heard the birds singing.

TENSE.

114. **Tense** is that property of the verb, by means of which what the verb signifies is represented as not finished, or as finished.

115. Verbs have two tenses, namely, the *Imperfect*, and the *Perfect*.

116. **The Imperfect Tense** represents the verb's signification as not finished, or ended.

Ex.—I *think*. *Think* thou. *To think*. *Thinking* him honest, we *trust* him. I *am*. If I *be*. *To be*.

117. **The Perfect Tense** represents the verb's signification as finished, or ended.

Ex.—I *thought*. A man, *thought* well of, *deceived* them.

Remark.—Declarative and assumptive verbs have both tenses; while imperative and indifferent verbs have only the imperfect tense.

SUBJECT FORMS.

118. **The Subject** of a verb is the expression of which the verb predicates something.

Ex.—*I* think. Think *thou*. *We* thought. *Men* think.

119. Declarative verbs, under certain circumstances, are varied in form to mark their agreement with their subjects.

Ex.—I walk. Thou walkest. He walks. I walked. Thou walkedest.

120. In the imperfect tense, declarative verbs usually have three forms, namely, the *General*, the *First Special* and the *Second Special;* and in the perfect tense, two subject forms, namely, the *General*, and the *First Special Form.*

121. **The General Subject Form** is simply the tense form of the verb. It is called the general form, because, under certain conditions, it may be used with any subject whatever.

Ex.—I think. We think. If he think. I thought. If thou thought. He thought.

122. **The First Special Subject Form** is the tense form of the verb with an additional *t*, *st*, or *est*. It is used only when *thou* is the subject or its antecedent.

Ex.—Thou thinkest. Thou thoughtest.

Remark.—The exceptions are be, art, hast, must, shalt, wilt, and wert.

123. **The Second Special Subject Form** is the general form with an additional *s*, *es*, or *eth*.

It is used only when the subject has the third person and singular number.

Ex.—He, or the man thinks, walks, runs, loves; or walketh, runneth, loveth.

Remark.—The exceptions are be, is, can, may, must, ought, shall, and will.

124. Imperative, assumptive, and indifferent verbs have no special subject form.

Ex.—Run thou. To run. The boy running.

125. The imperfect assumptive always ends with *ing*.

Ex.—Walking, running, thinking, being.

TEST EXERCISE.

126. Point out the verbs, and tell their *force*, *use*, *tense*, and *subject-forms*, in the following:

1. The boys go to school. 2. William studies arithmetic. 3. The girls behave well, but their brother acts rudely. 4. The man riding the horse, lives in Boston. 5. We thought that we heard you call us. 6. John, go and tell your brother to come here. 7. My friend, thou readest well. 8. If thou study law, thou wilt have a noble profession. 9. If thou thought him honest, thou wouldst be deceived. 10. If he think it advisable, let him go at once.

ORTHOGRAPHY.

127. With reference to orthography, verbs are *Regular*, *Irregular*, *Redundant*, or *Defective*.

128. **A Regular Verb** is one whose general subject-form of the perfect declarative and the per-

fect assumptive is formed by adding *ed* to the indifferent verb.

Ex.—Ind. (To) *work*. Per. dec. *worked*. Per. assum. *worked*.

129. **The Irregular Verb** is one whose general subject-form of the perfect declarative and the perfect assumptive, is not formed by adding *ed* to the indifferent verb.

Ex.—To think. Per. D. thought. Per. A. thought.

130. **A Redundant Verb** is one that has more than one orthography for the perfect declarative or the perfect assumptive.

Ex.—Per. D. cleft, clove, clave. Per. A. cleft, cloven, cleaved.

131. **A Defective Verb** is one that lacks some *use* or *tense*.

Ex.—Can, may, must and shall, which as group-verbs are used only in the declarative.

132. The following list contains the principal irregular and redundant verbs of which the indifferent, perfect declarative and perfect assumptive are given. The indifferent without its sign *to*, the general subject-form of the imperfect declarative and the imperative are the same form of the verb. Those verbs which are marked R have also the regular form. Those which are *italicized* are either obsolete or are becoming so. When the **R** is *dark-faced* the regular form is preferred; r, in italics,

means regular, but seldom so used. These verbs should be memorized:

Indifferent.	*Perf. Declarative.*	*Perf. Assumptive.*
To abide,	abode,	abode.
" arise,	arose,	arisen.
" awake,	awoke, r.	awaked.
" bear (to bring forth),	bore (*bare*),	born.
" bear (to carry),	bore (*bare*),	borne.
" beat,	beat,	beaten, beat.
" begin,	began,	begun.
" belay,	belaid, R.	belaid, R.
" bend,	bent, r.	bent, r.
" bet,	bet, R.	bet, R.
" bereave,	bereft,	bereft, r.
" beseech,	besought,	besought.
" bid,	bid, bade,	bidden, bid.
" bind,	bound,	bound.
" bite,	bit,	bitten, bit.
" bleed,	bled,	bled.
" blend,	blent, **R.**	blent, **R.**
" bless,	blest, **R.**	blest, *R.*
" blow,	blew,	blown.
" break,	broke, *brake*,	broken, *broke.*
" breed,	bred,	bred.
" bring,	brought,	brought.
" build,	built, r.	built, r.
" burn,	burnt, R.	burnt, R.
" burst,	burst,	burst.
" buy,	bought,	bought.
" cast,	cast,	cast.
" catch,	caught, r.	caught, r.
" chide,	chid,	chidden, chid.
" choose,	chose,	chosen.
" cleave (to split),	clove, cleft, *clave*,	cleft, *cloven*, r.
" cling,	clung,	clung.
" clothe,	clad, R.	clad, R.
" come,	came,	come.
" cost,	cost,	cost.
" creep,	crept,	crept.
" crow,	crew, R.	crowed.
" cut,	cut,	cut.
" dare (to venture),	durst, R.	dared.
" deal,	dealt, r.	dealt, r.
" dig,	dug, r.	dug, r.
" do,	did,	done.
" draw,	drew,	drawn.
" dream,	dreamt, R.	dreamt, R.

Indifferent.	*Perf. Declarative.*	*Perf. Assumptive.*
To dress,	drest, **R.**	drest, **R.**
" drink,	drank,	drunk, drank.
" drive,	drove,	driven.
" dwell,	dwelt, r.	dwelt, r.
" eat,	ate, eat,	eaten, *eat.*
" fall,	fell,	fallen.
" feed,	fed,	fed.
" feel,	felt,	felt.
" fight,	fought,	fought.
" find,	found,	found.
" flee,	fled,	fled.
" fling,	flung,	flung.
" fly,	flew,	flown.
" forbear,	forbore,	forborne.
" forget,	forgot,	forgotten, forgot.
" forsake,	forsook,	forsaken.
" freeze,	froze,	frozen.
" freight,	freighted,	fraught, R.
" get,	got,	got, gotten.
" gild,	gilt, R.	gilt, R.
" gird,	girt,	girt, R.
" give,	gave,	given.
" go,	went,	gone.
" grave,	graved,	graven, R.
" grind,	ground,	ground.
" grow,	grew,	grown.
" hang (to take life, R.)	hung,	hung.
" have,	had,	had.
" hear,	heard,	heard.
" heave,	hove, **R.**	hoven, **R.**
" hew,	hewed,	hewn, R.
" hide,	hid,	hidden, hid.
" hit,	hit,	hit.
" hold,	held,	held, *holden.*
" hurt,	hurt,	hurt.
" keep,	kept,	kept.
" kneel,	knelt, r.	knelt, r.
" knit,	knit, r.	knit, r.
" know,	knew,	known.
" lade (to load),	laded,	laden, R.
" lay,	laid,	laid.
" lead,	led,	led.
" leap,	leapt, **R.**	leapt, **R.**
" learn,	learnt, **R.**	learnt, **R.**
" leave,	left,	left.
" lend,	lent,	lent.
" let,	let,	let.
" lie (*to recline*),	lay,	lain.

Indifferent.	*Perf. Declarative.*	*Perf. Assumptive.*
To light,	lit, **R.**	lit, **R.**
" lose,	lost,	lost.
" make,	made,	made.
" mean,	meant,	meant.
" meet,	met,	met.
" mow,	mowed,	mown, **R.**
" pass,	past, **R.**	past, **R.**
" pay,	paid,	paid,
" pen (*to enclose*),	pent, **R.**	pent, **R.**
" prove,	proved,	proven, **R.**
" put,	put,	put.
" quit,	quit, r.	quit, **R.**
" rap,	rapt, R.	rapt, R.
" read,	read,	read.
" rend,	rent,	rent.
" rid,	rid,	rid.
" ride,	rode, *rid.*	ridden, *rid.*
" ring,	rang, rung,	rung.
" rise,	rose,	risen.
" rive,	rived,	riven.
" run,	ran, *run*,	run.
" saw,	sawed,	sawn, **R.**
" say,	said,	said.
" see,	saw,	seen.
" seek,	sought,	sought.
" seethe,	sod, R.	sodden, R.
" sell,	sold,	sold.
" send,	sent,	sent.
" set,	set,	set.
" shake,	shook,	shaken.
" shape,	shaped,	shapen, R.
" shave,	shaved,	shaven, R.
" shear,	sheared,	shorn, R.
" shed,	shed,	shed.
" shine,	shone, R.	shone, R.
" shoe,	shod,	shod.
" shoot,	shot,	shot.
" show,	showed,	shown, R.
" shred,	shred,	shred.
" shrink,	shrunk, shrank,	shrunk, shrunken.
" shut,	shut,	shut.
" sing,	sang, sung,	sung.
" sink,	sunk, *sank*,	sunk.
" sit,	sat,	sat.
" slay,	slew,	slain.
" sleep,	slept,	slept.
" slide,	slid,	slidden, slid.
" sling,	slung, *slang*,	slung.

Indifferent.	*Perf. Declarative.*	*Perf. Assumptive.*
To slink,	slunk,	slunk.
" slit,	slit, r,	slit, r.
" smell,	smelt, **R.**	smelt, *R.*
" smite,	smote,	smitten, smit.
" sow (*to scatter*),	sowed,	sown, R.
" speak,	spoke, *spake*,	spoken.
" speed,	sped, r.	sped, r.
" spell,	spelt, R.	spelt, R.
" spend,	spent,	spent.
" spill,	spilt, R.	spilt, R.
" spin,	spun, *span*,	spun.
" spit,	spit, *spat*,	spit.
" split,	split, r.	split, r.
" spoil,	spoilt, **R.**	spoilt, **R.**
" spread,	spread,	spread.
" spring,	sprang, sprung,	sprung.
" stand,	stood,	stood.
" stave,	stove, **R.**	stove, **R.**
" stay,	staid, R.	staid, R.
" steal,	stole,	stolen.
" stick,	stuck,	stuck.
" sting,	stung,	stung.
" string,	strung,	strung.
" stride,	strode, strid,	stridden, strid.
" strike,	struck,	struck, stricken.
" strive,	strove,	striven.
" strow, or strew,	strowed, *strewed*,	strown, strewn.
" swear,	swore, *sware*,	sworn.
" sweat,	sweat, R.	sweat, R.
" sweep,	swept,	swept.
" swell,	swelled,	swollen, R.
" swim,	swam, swum,	swum.
" swing,	swung,	swung.
" take,	took,	taken.
" teach,	taught,	taught.
" tear,	tore, *tare*,	torn.
" tell,	told,	told.
" think,	thought,	thought.
" thrive,	throve, **R.**	thriven, **R.**
" throw,	threw,	thrown.
" thrust,	thrust,	thrust.
" tread,	trod,	trodden, trod.
" wake,	*woke*, **R.**	*woke*, **R.**
" wax,	waxed,	waxen, R.
" wear,	wore,	worn.
" weave,	wove,	woven.
" wed,	*wed*, **R.**	*wed*, **R.**
" weep,	wept,	wept.

Indifferent.	*Perf. Declarative.*	*Perf. Assumptive.*
To wet,	wet, R.	wet, R.
" whet,	whet, R.	whet, R.
" win,	won,	won.
" wind,	wound, R.	wound.
" work,	wrought, R.	wrought, R.
" wring,	wrung,	wrung.
" write,	wrote,	written.

Remark.—Other irregular verbs are formed by prefixing to some of those in the list, *be-*, *en-*, *for-*, *fore-*, *misunder-*, *out-*, *over-*, *re-*, *un-*, and *with-*.

133. The following list contains most of the defective verbs, and the table exhibits what use and tense is lacking:

Indifferent.	Imperative.	Declarative.		Assumptive.	
Imperfect.	*Imperfect.*	*Imperfect.*	*Perfect.*	*Imperfect.*	*Perfect.*
.....	.....	Am,	.....	.....	....
To be,	be,	be,	....	being.	been.
....	... .	....	Was,	.....	.....
.....	....	Can (able),	could,	.....	.....
.....	....	May,	might,	.....	.....
.....	.....	Must,	.....	.....	.....
.....	.....	Ought,	ought,	....	.....
... .	.....	Quoth,	quoth,	....	.....
To beware,	beware,	.....	.....	.....	.....
....	Hark,	.....	.....	....	.....
.. ..	.....	Shall,	should,	....	....
.....	... .	Will,	would (a group verb),		....

CONJUGATION.

134. **The Conjugation** of a verb is the orderly arrangement of its uses, tenses, and subject-forms.

135. Can, may, must, shall and will, as group-verbs, are conjugated in the declarative only, as follows:

IMPERFECT TENSE.

Gen. Sub. Form,	1*st Spec. Sub. Form.*	2*d Spec. Sub. Form.*
I, we, you, he, she, it, a man, men, &c.	Thou,	(*Lacking.*) Notice that in all instances when a verb lacks a special subject-form, also, when both doubt and futurity are implied by the
can,	canst,	
may,	mayst,	
must,	must,	
shall,	shalt,	
will,	wilt,	

PERFECT TENSE.

could,	couldst,	imperfect; or both doubt and present time by the perfect, the general-subject form is used whatever the subject may be.
might,	mightst,	
———	———	
should,	shouldst,	
would,	wouldst,	

136. Do and Have, as group-verbs are conjugated as follows:

DECLARATIVE.

Gen. Sub. Form.	1*st Spec. Sub. Form.*	2*d Spec. Sub. Form.*
	Imperfect Tense.	He, she, it, man, &c.
do,	dost,	does,
have,	hast,	has.
	Perfect Tense.	
did,	didst.	lacking in all verbs except *was*.
had,	hadst,	

ASSUMPTIVE

Imperfect,	having.	Notice that *do* as a group-verb, is used only in the declarative and imperative, and that only declarative verbs have special subject forms.
Perfect,	had.	

IMPERATIVE.

Imperfect. do.	have (rare).

INDIFFERENT.

Imperfect,	to have.

137. Am, *be*, and *was*, though three different verbs, are usually regarded as only different forms of the same verb, and so conjugated. Am always takes *I* as its subject, or as antecedent of its subject. Thus we have for *am*, to which may be added *was*, a special *I* subject form. These verbs are conjugated as follows:

DECLARATIVE.

Imperfect Tense.

Spec. I Sub. Form.	*Gen. Sub.*	1*st Spec.*	2*d Spec.*
am,	are, be,	art,	is.

Perfect Tense.

was,	were,	wast, or wert,	was.

ASSUMPTIVE.

Imperfect, Being.
Perfect, Been.

IMPERATIVE.

Imperfect, Be.

INDIFFERENT.

Imperfect, To be.

[See list of defective verbs.]

VERB-GROUPS.

138. Can, do, may, must, shall, and will, used as group-verbs, in both their tenses, take as verb-complement, some indifferent verb without its sign *to*.

Ex.—He can write, or, could write. I do read, or did read. They may come, or, might come. It must fall. John shall fail, or should fail. James will fight, or would fight.

139. *Be*, used as a group-verb, takes as its verb-complement either tense of the assumptive verb.

Ex.—To be striking or struck. Be striking or struck. Being striking (rare), or struck. Been striking, or struck.

140. *Am*, and *was*, used as group-verbs, take as verb complement the indifferent verb with its sign *to*, or either tense of the assumptive verb.

Ex.—I am to strike. I am striking. I am struck. He was to strike. He was striking. They were struck.

141. *Have*, used as a group-verb, takes as its verb-complement an indifferent verb with its sign *to*, or the perfect assumptive.

Ex.—We have to strike. We have struck. We had to go. We had gone. Having to think. Having thought. I have to rise. To have risen.

142. *Ought* may be considered a group-verb, taking in its imperfect tense as verb-complement an indifferent verb with its sign *to;* and in its perfect tense an indifferent *have-group* with its sign *to*.

Ex.—We ought to go. We ought to have gone.

VERB-COMPLEMENTS.

143. The assumptive, both imperfect and perfect, and the indifferent with or else without its sign *to*, of any verb not defective in these uses, may be used as verb-complement of some, or all, of the group-verbs. But the declarative and the imperative are never properly used as verb-complements.

COMPLEMENTARY GROUP-VERBS.

144. The indifferent *be* and *have*, and their assumptives *being*, *been*, *having* and *had*, used as verb-complements, may take additional verb-complements, and thus become complementary-group-verbs.

Ex.—He may be writing. It may have been written. Having had to be writing.

CONJUGATIONS.

145. There are four conjugations, namely, the *Germanic*, the *Progressive*, the *Passive*, and the *Double*.

146. **The Germanic Conjugation** is the orderly arrangement of the uses, tenses, and subject-forms of verbs and verb-groups with reference to active and neutral subjects.

Ex.—I am. Thou art. He is. He was. Thou wast. They were, etc.

Remark.—The perfect assumptive not used as verb-complement, always refers to a passive subject.

Ex.—It is a book *read* much by the people.
Here *read* takes *book* as its passive subject.

147. **The Progressive Conjugation** consists of the Germanic conjugation of Am, Be, and Was prefixed to the imperfect assumptive of another verb.

Ex.—I am writing. Thou art writing. He is writing. I was writing. Thou wast writing. They were writing, etc.

148. **The Passive Conjugation** consists of the Germanic conjugation of Am, Be, and Was prefixed to the perfect assumptive of an other verb. This conjugation is used with passive subjects.

Ex.—I am struck. Thou art struck. They are struck, etc.

Remark.—All transitive verbs, and many intransitive verbs, especially those intransitive which readily unite in sense with a following preposition referring to the subject, may have the passive conjugation.

Ex.—A dream was dreamed, etc. He was laughed at, etc.

149. **The Double Conjugation** consists of an assumptive or an indifferent verb, or verb-group not used as a group verb, and the Germanic, or the Passive conjugation of an other verb.

Ex.—It kept coming. It was pronounced completed. He was seen entering the office. He was ordered to go. He was being examined. He was to bring flowers.

Remark.—The verb, or verb-group, thus used may be considered a predicative complement, and as it is more convenient so to treat it, this conjugation will not be considered further now.

Am, Be, and Was.

150. The following is the Germanic conjugation of Am, Be, and Was.

	INDIFFERENT.
	To be.
Have-Group,	To have been.

ASSUMPTIVE.

Imperfect,	Being.
Have-Group,	Having Been.
Perfect,	Been.

IMPERATIVE.

Be, or be thou.

Do-Group, Do be, or do thou be.

DECLARATIVE.

Imperfect Tense.

Special I Form,	I am.	If I be.
Gen. Sub. Form,	We are.	If we be.
1*st Special*,	Thou art.	If thou be.
2*d Special*,	He is.	If he be.

Perfect Tense.

Spec. I.,	I was.	
Gen.,	We were.	
1*st Spec.*,	Thou wast.	If thou wert.
2*d Spec.*,	He was.	

Imperfect **Have-Group.**

Gen.,	We have been.
1*st Spec.*,	Thou hast been.
2*d Spec.*,	He has been.

Perfect **Have-Group.**

Gen.,	We had been.
1*st Spec.*,	Thou hadst been.

Imperfect **Can-Group.**

Gen.,	We can be.
1*st Spec.*,	Thou canst be.

Perfect **Can-Group.**

Gen.,	We could be.
1*st Spec.*,	Thou couldst be.

Imperfect **Can-Have Group.**

Gen.,	We can have been.
1*st Spec.*,	Thou canst have been.

Perfect **Can-Have Group.**

Gen.,	We could have been.
1*st Spec.*,	Thou couldst have been.

Remark.—May, must, shall, and will may be used like *can;* mayest, must, shalt, and wilt. like *canst;* might. should. and would, like *could;* and mightst, shouldst, and wouldst, like *couldst.* When a special form is lacking, the general form takes its place.

Love, Speak.

151. The following is the *Germanic* conjugation of the regular verb *love*, and the irregular verb *speak*.

	INDIFFERENT.
	To love, to speak.
Have-Group,	To have loved, to have spoken.
	ASSUMPTIVE.
Imperfect,	Loving, speaking.
Have-Group,	Having loved, having spoken.
Perfect,	Loved, spoken.
	IMPERATIVE.
	Love, speak.
Do-Group,	Do love, do speak.
	DECLARATIVE.
	Imperfect Tense.
Gen. Sub. Form,	We love, speak.
1*st Spec.*,	Thou lovest, speakest.
2*d Spec.*,	He loves, speaks.
	Perfect Tense.
Gen.,	We loved, spoke.
1*st. Spec.*,	Thou lovedest, spokest.
	Imperfect **Have-Group.**
Gen.,	We have loved, have spoken.
1*st Spec.*,	Thou hast loved, hast spoken.
2*d Spec.*,	He has loved, has spoken.
	Perfect **Have-Group.**
Gen.,	We had loved, had spoken.
1*st Spec.*,	Thou hadst loved, hadst spoken.
	Imperfect **Can-Group.**
Gen.,	We can love, can speak.
1*st Spec.*,	Thou canst love, canst speak.

Perfect **Can-Group.**

Gen., We could love, could speak.
1*st Spec.*, Thou could love, couldst speak.

Imperfect **Can-Have-Group.**

Gen., We can have loved, can have spoken.
1*st Spec.*, Thou canst have loved, canst have spoken.

Perfect **Can-Have-Group.**

Gen., We could have loved, could have spoken.
1*st Spec.*, Thou couldst have loved, couldst have spoken.

Imperfect **Do-Group.**

Gen., I do love, do speak.
1*st Spec.*, Thou dost love, dost speak.
2*d Spec.*, He does love, does speak.

Perfect **Do-Group.**

Gen., I did love, did speak.
1*st Spec.*, Thou didst love, didst speak.

152. The following is the *Progressive* and the *Passive* conjugation of the verb *love*.

ASSUMPTIVE.

Imperfect Tense.

Progressive—Being loving (*rare.*) *Passive*—Being loved.

Have-Group.

Pro.—Having been loving. *Pass.*—Having been loved.

Perfect Tense.

Loved.

INDIFFERENT.

Pro.—To be loving. *Pass.*—To be loved.

Have-Group.

Pro.—To have been loving. *Pass.*—To have been loved.

IMPERATIVE.

Pro.—Be loving (*rare*). *Pass.*—Be loved.

Do-Group.

Pro.—Do be loving (*rare*). *Pass.*—Do be loved.

DECLARATIVE.

	Progressive.	*Imperfect Tense.*	*Passive.*
Spec. I,	I am loving.		I am loved.
Gen.,	We are loving.		We are loved.
1*st Spec.*,	Thou art loving.		Thou art loved.
2*d Spec.*,	He is loving.		He is loved.
		Perfect Tense.	
Spec. I,	I was loving.		I was loved.
Gen.,	We were loving.		We were loved.
1*st Spec.*,	Thou wast loving.		Thou wast loved.
2*d Spec.*,	He was loving.		He was loved.
		Imperfect **Have-Group.**	
Gen.,	We have been loving.		We have been loved.
1*st Spec.*,	Thou hast been loving.		Thou hast been loved.
2*d Spec.*,	He has been loving.		He has been loved.
		Perfect **Have-Group.**	
Gen.,	We had been loving.		We had been loved.
1*st Spec.*,	Thou hadst been loving.		Thou hadst been loved.
		Imperfect **Can-Group.**	
Gen.,	We can be loving.		We can be loved.
1*st Spec.*,	Thou canst be loving.		Thou canst be loved.
		Perfect **Can-Group.**	
Gen.,	We could be loving.		We could be loved.
1*st Spec.*,	Thou couldst be loving.		Thou couldst be loved.

Imperfect **Can-Have-Group.**

Progressive.

Gen., We can have been loving.
1*st Spec.*, Thou canst have been loving.

Passive.

Gen., We can have been loved.
1*st Spec.*, Thou canst have been loved.

Perfect **Can-Have-Group.**

Progressive.

Gen., We could have been loving.
1*st Spec.*, Thou couldst have been loving.

Passive.

Gen., We could have been loved.
1*st Spec.*, Thou couldst have been loved.

Remark.—In the declarative, the Do Group is not used in the conjugation of Am, Be, and Was, nor in either the Progressive, or Passive conjugations.

TEST EXERCISE.

Point out the verbs and verb-groups, and tell their force, use, tense, subject-form, and conjugation, in the following:

1. We ride. 2. You may go. 3. He shall go. 4. I did go. 5. They might have come. 6. She has come. 7. I had spoken. 8. Go to the ant, thou sluggard. 9. Do come, some one. 10. To hope is all we can do. 11. To have done that, would have offended my friend. 12. If thou go, I shall remain. 13. Thou readest well. 14. Thou mightst have paid me. 15. I am young, but he is old. 16. They are good. 17. Thou art my best friend. 18. Thou hast been the bearer of good news. 19. He can be here to-morrow. 20. He might have been there. 21. I am writing a letter. 22. He is reading the paper. 23. He might have been building a house. 24. William ought to have been preparing his lesson. 25. John was elected chairman. 26. The prisoner has been tried and acquitted. 27. Thou art chosen to preside at the meeting. 28. He could have been elected, if he would have consented to be a candidate. 29. John has often been laughed at for his blunders. 30. I am oppressed by that man. 31. If I be here to-morrow, I shall try to see you. 32. If he be not opposed to the business, I am sure he will not assist you in it.

NOTE.—The parts of a verb-group are often separated by other words.

TIME.

153. The natural grand divisions of time are the **Present,** the **Past** and the **Future.**

154. **The present** is time now passing. But

time really past, or yet to come may be thought of as forming a part of a period of time now passing.

Ex.—This moment, this hour, to-day, this week, this month, this year, this decade, this century, etc., is full of changes.

155. **The Past** is time elapsed. Though in fact it includes every moment gone by, it is thought of as distinct from the present period.

Ex.—The last moment, or hour, or day, or week, or month, or year, or decade, or century, etc., gave promise of this one.

156. **The Future** is time to come. Though it comprehends all time to come, it, also, is thought of as distinct from the present period.

Ex.—This moment, or hour, or day, or week, or month, or year, or decade, or century, etc., gives some indication of what the next will be.

157. Though particular periods of time are definitely designated by nouns, adverbs, and other expressions, verbs and verb-groups inferentially designate the relation of periods of time.

Ex.—1. He *is* sick. Here *is* indicates present time. 2. He *had been* sick. Here *had been* indicates a period of time past before some other period also past. 3. He *will go*. Here *will go* implies future time. 4. He *will have gone*. Here *will have gone* indicates a future period before an other future period referred to.

Remark.—The reference made by verbs and verb-groups to time, is sometimes inherent in the verb, sometimes indicated by the tense, sometimes by the use, and sometimes by the whole expression of which the verb is a part.

Ex.—I shall go. He will go. He is here. They were

here. If I were rich no one here should be penniless now. Go. Do hush. We have books to read. We had books to read.

[See Syntax of the Verb.]

PARSING.

158. In parsing verbs and verb-groups, tell the force, use, tense, subject form, and conjugation, and if a verb-group, what group it is.

Remark.—The force of a verb-group is determined as if it were a single verb; and its subject-form is determined by its first group-verb.

TEST EXERCISE.

Parse all the verbs and verb-groups in the following:

1. John writes rapidly.

Writes is a verb, intransitive, declarative, present tense, 2nd special sub. form, germanic conjugation.

2. He might have been respected, had he conducted himself properly.

Might have been respected is a verb-group, intransitive, declarative, perfect tense of the Can-Have group, general subject form, passive conjugation.

Had conducted is a verb-group, transitive, declarative, perfect tense of the Have-Group, general subject form, germanic conjugation.

3. Hast thou been writing a letter?

Hast been writing is a verb-group, transitive, declarative, imperfect tense of the Have-group, 1st special subject form, progressive conjugation.

4. To live in hearts we leave behind is not to die.

To live is a verb, intrans., indifferent, imperfect, general subject form, germanic conjugation.

Leave is a verb, trans., declarative, imperfect, gen. sub. form, germ. conj.

To die (like to live).

5. Go, weep for the slain.

Go, and *Weep*, are verbs, intrans., imperative, imperfect tense, gen. sub. form, germanic conjugation.

6. Believing his story, we returned.

Believing is a verb, trans., assumptive, imperfect tense, gen. sub. form, germanic conjugation.

7. Having examined it, I endorse it.

Having examined is a verb-group, trans. assumptive, imperfect tense of the Have-group, gen. sub. form, germanic conjugation.

8. He is a man, honored for his integrity.

Honored is a verb, intrans. assumptive, perfect tense, gen. sub. form, germanic conjugation. (See remark under Germanic Conjugation).

9. They went home. 10. I might write a letter. 11. James has seen John. 12. I am writing a letter. 13. If it rain, it will be unpleasant. 14. If thou resist we must bind thee. 15. He resists the officers. 16. If he hate us shall we flee? 17. Were he here, we might assist him. 18. Do hurry with your work and come. 19. See that boy running. 20. Bid Jane to come here. 21. We were returning from church when we heard the child call for help. 22. She died, loved by all who knew her. 23. We have received a letter written and sent by our friend living in Boston. 24. How long have you been waiting for us? 25. We ought to have come sooner. 26. Where were you going when I met you yesterday? 27. They might have caught some fine fish, had they had their hooks and lines with them. 28. He has been laughed at enough to make any one else ashamed. 29. When we shall have visited Japan, we shall return. 30. It is said that John has returned.

PREPOSITIONS.

159. **A Preposition** is a word which ordinarily introduces and forms a part of a phrase related in sense to some other expression.

Ex.—I went *to Boston.*

160. **The Complement** of a preposition is that part of the phrase which combines with the preposition and determines its force.

Ex.—We rode *on the car.* Here "on the car" is a prepositional phrase of which "on" is the preposition, and "car" its complement.

Remark 1.—The complement of a preposition may be a word, or a phrase, or a sentence.

Ex.—Flowers bloom *in* SPRING. We knew *of* JOHN'S HAVING WRITTEN THE LETTER. We are sure *of* THAT WE SHALL DIE.

Remark 2.—Two prepositions sometimes combine in sense and form a complex preposition.

Ex.—They proceeded *according to* law. Stand *out of* the way.

Remark 3.—The preposition is frequently omitted when its force is clearly implied.

Ex.—Go home. Go to your home. He walked five miles. Give () me your hand, my friend.

Remark 4.—The preposition sometimes follows its complement, other words intervening.

Ex.—He is the noblest man *that* I have ever been acquainted *with.*

[See Syntax of Prepositions].

LIST.

161. The following are the principal prepositions:

About, aboard, above, across, after, against, along, amid, amidst, among, amongst, around, at, athwart; before, behind, below, beneath, beside, besides, between, betwixt, beyond, but, by; concerning; down, during; except, excepting; for, from; in, into; notwithstanding; of, off, on, out, out of, over, overthwart; past; round; since; though, till, to, touching, toward, towards; under, underneath, until, unto, up, upon; with, within, without.

The following, less frequently used, may be added:

Abaft, aloft, alongside, afore, adown, aloof, aneath, aslant, atween, atwixt, despite, inside, outside, per, sans, versus, via.

Remark.—Several words having the form of imperfect assumptive verbs are prepositions when, without predicating, they require complements.

Ex.—He spoke concerning the law, notwithstanding lawyers were present.

Remark 2.—Except and save, excepting and saving are generally considered prepositions; but they may, in most cases, be called verbs.

Ex.—All except William were there. Here, by, conceiving a subject implied, "except" may be called an imperative verb, otherwise, a preposition.

PARSING.

162. In parsing a prepositional phrase, first point out the preposition, and then its complement.

TEST EXERCISE.

Point out the prepositional phrases, and parse as directed.

1. The flowers of spring are beautiful.

Of spring is a prepositional phrase of which "of" is the preposition and "spring" is its complement.

2. John went with me into the garden.

With me is a prepositional phrase of which "with" is the preposition and "me" is its complement.

Into the garden is a prepositional phrase of which "into" is the preposition and "garden" is its complement.

3. We received much pleasure from John's visiting us.

From John's visiting us is a prepositional phrase of which "from" is the preposition and "John's visiting us," is its complement.

4. He came from beyond the sea.

From beyond the sea is a prepositional phrase of which "from" is the preposition, whose complement is "beyond the sea," a prepositional phrase of which "beyond" is the preposition and "sea" is its complement.

5. They came according to their promise.

According to their promise is a prepositional phrase of which "according to" is the complex preposition, and promise is its complement. Or,

According is an assumptive verb assuming "they" as its subject; and "to their promise" is the prepositional phrase.

6. John went across the field and through the forest to the friend of his fathers'. 7. For the purpose of viewing the treasures of the church, we followed a priest into a large room filled with wooden presses. 8. From the inside of each of these hollow spires from sixteen to

thirty statues looked out upon the world below them. 9. On the steeple, inside of the spires, over the windows, in nooks and corners about the building, from summit to base, there are marble statues. 10. The treasures here, by simple weight, without counting workmanship, were valued at ten millions of dollars.

ADVERBS.

163. **An Adverb** is a word which, without being the complement of a preposition expressed or implied, usually serves as a substitute for a prepositional phrase.

Ex.—John is *here*, i. e. at this place. James trades *honestly*, i. e. with honesty. He speaks *distinctly*, i. e. with distinction.

CLASSES.

164. Adverbs are divided into four classes, namely: *Pure Adverbs*, *Conjunctive Adverbs*, *Pronominal Adverbs*, *and Conjunctive Pronominal Adverbs.*

165. **A Pure Adverb** is one that can serve as a substitute for no more than a single prepositional phrase at one time.

Ex.—John is coming *now*, i. e. at this time. He did his part effectually, i. e. with effect.

166. **A Conjunctive Adverb** is one that serves as a substitute for two prepositional phrases at the same time.

Ex.—I shall go *when* (*at the time at which*) you return. He lives *where* (at the place at which) you saw him.

Remark.—The words most frequently used as conjunctive adverbs are *as*, *when*, *where*, and *while.*

167. **A Pronominal Adverb** is one that serves as a substitute for a sentence.

Ex.—Have you seen John? Yes, i. e. I have seen John.

Remark.—The words most frequently used as pronominal adverbs are *ay*, *aye*, *amen*, *nay*, *no*, *yea*, *yes*.

168. **A Conjunctive Pronominal Adverb** is one that serves as a substitute for an antecedent term and its prepositional phrase.

Ex.—Do you know *when* (the time at which) John will return?

Remark.—The words that most frequently become conjunctive pronominal adverbs are *how*, *when*, *where* and *why*.

GENERAL REMARKS.

1. Prepositions are usually considered adverbs when they do not require a complement.

Ex.—The waves were white *below*. I looked *around*, and saw the meteor pass *by*.

2. Adverbs usually denote some circumstances, as, *cause*, *degree*, *manner*, *number*, *place*, *time*, etc., of the predicated signification of a verb, or verb-group; or, some degree of a manner, quality, or limitation.

Ex.—*Why* did you come? The horse was *so* gentle that a child could *easily* guide him.

COMPARISON.

169. A few adverbs have, like adjectives, the positive, the comparative, and the superlative degrees of comparison.

Pos.	*Com.*	*Sup.*
Fast,	faster,	fastest.
Often,	oftener,	oftenest,

Pos.	*Com.*	*Sup.*
Soon,	sooner,	soonest,
Well,	better,	best,
Ill,	worse,	worst,
Little,	less,	least,
Much,	more,	most,

Remark 1.—*More* and *most*, *less* and *least* are prefixed to other adverbs in the same manner and for the same purpose, they are to adjectives.

Ex.—Coldly, more coldly, most coldly. Rashly, less rashly, least rashly.

Remark 2.—Most descriptive adjectives may be converted into adverbs by adding *ly*.

Ex.—Sweetly, softly, dryly, nobly, etc.

PARSING.

170. In parsing an adverb tell its class and its equivalent phrase, and the degree of comparison, if comparable.

TEST EXERCISE.

Parse all the adverbs.

1. The birds sang joyfully.

Joyfully is an adverb—(in a joyful manner) pure, positive degree.

2. Come where the roses bloom.

Where is an adverb—(to the place in which) conjunctive, incomparable.

3. Has John returned? No.

No is an adverb—(John has not returned.), pronominal, incomparable.

4. Do you know where John is?

Where is an adverb—(the place at which), pronominal conjunctive, incomparable.

NOTE.—It must be remembered that different uses of the same word often assign it, not only to different parts of speech, but, also, to different classes of a part of speech.

5. Spring will soon be here. 6. The boy behaved badly. 7. The prisoner plead guilty, whereupon the judge fined him. 8. When do you expect to go to the city? 9. Do you know why your cousin returned so soon? 10. How can you afford to idle away so much of your time? 11. An extremely beautiful prairie lay before us. 12. We traveled very nearly around the world. 13. Yes, I have seen the show lately. 14. Nay, do not accuse me unjustly. 15. I cannot leave home while mother is sick. 16. William did the work as he promised to do it. 17. Work while the sun shines. 18. He has twice deceived me, and now tries to do so again. 19. How he succeeded is not yet known here. 20. Ye know not whither the wind cometh.

CONJUNCTIONS.

171. **A Conjunction** is a word ordinarily used to introduce an expression, or both to introduce it and to join it to a preceding expression.

Ex.—*For* me to go is not necessary. *That* I should go is not necessary. John *and* James are amiable, *but* Susan is quite petulant.

CLASSES.

172. Conjunctions may be divided into two classes, namely, *Pure Conjunctions* and *Pronominal Conjunctions.*

173. **A Pure Conjunction** is one that does not represent any other expression. The principal pure conjunctions are:—and, although, as, but, except, for, if, nor, or, provided, still, than, that, though, unless, and yet.

174. **A Pronominal Conjunction** is one that is usually equivalent to a phrase containing at least one preposition and its complement and some pure conjunction.

Ex.—He learns *because* (for the reason that) he studies.

The principal pronominal conjunctions are:—*as*, *because*, *for*, *lest*, *since*, *seeing*, *then*. To these may be added, *so*, *therefore*, *whereas*, and *wherefore*, which are usually adverbs.

Remark.—Certain combinations of words are sometimes used as connectives, and may be called Conjunctive Phrases.

Ex.—As if, as though, as well as, but also, but likewise, forasmuch, inasmuch as. But most of such phrases may be separated in analysis and parsing.

PARSING.

175. In parsing a conjunction tell its class, what it introduces, and to what it joins it, and if pronominal, its equivalent.

TEST EXERCISE.

1. Justice and mercy often are opposite.

And is a conjunction, pure, introducing "mercy" and joining it to "justice."

2. I hope to succeed, for I have had much experience in the business.

For is a conjunction, pronominal—(because—for the reason that), it introduces what follows, and joins it to what precedes.

3. John was acquitted, but James was fined. 4. Ye shall likewise perish, except ye repent. It is common for

men to be mistaken. 6. Passion will become supreme if it be long indulged. 7. William or Joseph will do the work, provided you can get no one else to do it. 8. He is very rich, still he is not happy. 9. He would consent rather than suffer. 10. I know that he is an exemplary man. 11. He will be ruined unless he desist. 12. Though He slay me, yet will I trust in him. 13. As you desire me to study grammar I will do it. 14. John was punished because he had been bad. 15. He hid, for they wished to kill him. 16. Sin no more, lest a worse thing come upon thee. 17. Since we must die, what profit is there in riches? 18. Lee, as well as Charles, went to Dakota. 19. You know the law, then observe its commands.

INTERJECTIONS.

176. **An Interjection** is a word or symbol expressive of some feeling or impulse, but which cannot enter into relation with any other expression.

Ex.—Oh, fie! it is false.

177. The principal interjections are:—

Ah, aha, ahoy, alack, alas, avast, avaunt, adieu; bravo; faugh, fie, fudge; ha, ha, ha, (laughter), ha, hail, hallo, hark, heigh-ho, ho, hey, hist, hurra, hush, huzza; indeed; la, lo; O, oh, oho; pshaw; tush, tut; welladay, whist; zounds.

PARSING.

178. An interjection is parsed by pointing it out and telling what part of speech it is.

TEST EXERCISES.

NOTE.—Other parts of speech used as mere exclamations should not be parsed as interjections.

1. Oh, were I rich!

Oh is an interjection.

2. Love! his thoughts do not that way tend.

Love is a common noun used as an exclamation.

3. Aha, you are caught in your own trap. 4. Alas! poor little Nell was dead. 5. O, Lord, how excellent are all thy works! 6. Hurra! the boy has won. 7. Humph! it is absurd. 8. Lo! the poor Indians! 9. Fie! 'tis an unweeded garden! 10. Pshaw! he lies. 11. Welladay! cried grandmamma. 12. Bravo! all exclaimed.

GENERAL TEST EXERCISE.

Parse all the words in the following:

1. The Andes Mountains are in South America, near the Pacific Ocean. 2. Mr. Samuel Reed was a wealthy banker. 3. The singing was quite good. 4. The reading done by Miss Adams was quite a treat to those that heard her. 5. The rippling brook has given him his sweetest inspirations. 6. He was able, by the power of his eloquence, to hold, subdued, the fiercest passions of an infuriated mob. 7. If I have done him an injustice, let him take of my goods till he is satisfied. 8. The rogue was seen running down the street, carrying his plunder in his hand. 9. Whatever is, should be. He should have been well rewarded for the services which he so effectually rendered. 11. John's having so unexpectedly returned, was considered proof of his complicity in the unfortunate affair. 12. A friend of mine having called on us one day, greatly amused us by relating some of the stories that he had heard while making his tour around the world. 13. Both horses were lame. 14. Neither boy had performed his duty. 15. He aimed both to assist and to please them. 16. Whether Hannibal should subdue Rome or be subdued by Rome, was a question for nearly seventeen years. 17. Either France was too hasty, or Prussia too powerful; for Prussia won. 18. Neither could the one retreat, nor the other pursue. 19. This is the closing exercise in etymology.

PART II.

SYNTAX.

179. **Syntax** is that department of grammar which treats of the analysis and synthesis of expressions of thought.

180. **An expression** is a word or group of words so used as to indicate or state an idea or an impulse.

181. **An Element** is a component part of an expression.

182. **Synthesis** is the correct arrangement of the elements of an expression.

183. **Analysis** consists in separating an expression into its elements and telling their use and relation to one another in construction.

SENTENCES.

184. **A Sentence** is an expression comprehending one or more *subjects* and one or more *predications* concerning it or them.

CLASSIFICATIONS.

185. With reference to their predicates, sentences are divided into five kinds, namely, *Declarative*, *Imperative*, *Assumptive*, *Indifferent*, and *Mixed Sentences*.

186. **A Declarative** sentence is one whose predicate consists of one or more declarative verbs, or verb-groups.

Ex.—John *goes* to school. He *reads* and *writes*. Mary and Susan *work* and *sing*. They *have been* good girls.

187. **An Imperative** sentence is one whose predicate consists of one or more imperative verbs, or verb groups.

Ex.—John, *shut* the door. *Do come* and *visit* us, Jane. *Go* and *sin* no more.

188. **An Assumptive** sentence is one whose predicate consists of one or more assumptive verbs, or verb-groups.

Ex.—John's *herding* cattle on the prairies—. William's *having bought* the horse, and *sold* it—.

189. **An Indifferent** sentence is one whose predicate consists of one or more indifferent verbs, or verb-groups.

Ex.—For him *to go*—. *To be*, or not *to be*—. For one *to see* and to *doubt*—. For him *to have been elected* and *inaugurated*—.

Remark.—Assumptive and indifferent sentences are seldom used independent of some other expression. They are fully treated under "Complex Sentences" in this book.

190. **A Mixed** sentence is one having two or more predicates some of which differ from the rest in the *Use* of the verb or verb-group.

Ex.—John *went to see* the circus. Here "went" is declarative, and "to see" is indifferent.

To avoid giving one's opinion. Here "To avoid" is indifferent, and "giving" is assumptive.

They plotted to murder the whites. We should avoid offending an enemy.

NOTE.—In determining the class of a sentence with reference to its predicates, observe that if all of the predicates do not refer to the same subject or subjects, there is more than one sentence, though all are necessary to complete the sense intended. Each sentence, then, should be considered separately.

Ex.—We wish him to go.

This, as a whole, is declarative, the subject "we" having but one predicate, the declarative "wish;" but a part of this sentence, namely, "him to go," is also a sentence of which "him" is the subject, and "to go" an indifferent verb, is the predicate, hence, "him to go" is an indifferent sentence.

TEST EXERCISE.

Name the class of each of the following sentences, also, the class of each sentence forming a part of a longer sentence.

1. John reads the newspapers. 2. Shall we pay tribute to Rome? 3. William and Mary were married last week. 4. They have furnished their house, and have commenced house-keeping. 5. William, study your lessons. 6. Come, Susie, and sing some for us. 7. Go, learn industry of the bee and the ant. 8. Children, do get quiet, and study awhile. 9. John having arrived, we welcomed him. 10. William's receiving the reward—. 11. For John to have permitted such conduct—. 12. James desired to be a lawyer. 13. There is no doubt of his being a scholar. 14. Let us hope that England, having saved herself by her energy, may save Europe by her example. 15. Let no man at the East dream of liberty whatever may become of the West. 16. They desired to return on last Saturday. 17. The man reading the paper, is Mr. Smith. 18. The boy to bring the flowers, is John.

ELEMENTS.

191. The elements that may be found in a sentence, may be divided into three classes, namely, *Principal*, *Subordinate*, and *Connective Elements.*

192. **The Principal Elements** of a sentence are the *Subject*, the *Predicate* and the *Predicate Complements.*

193. **The Subordinate Elements** of a sentence are the *Modifiers* and the *Attendants.*

194. **The Connectives** are those that join other elements together. They are conjunctions, conjunctive pronouns, conjunctive adverbs, and conjunctive pronominal adverbs.

Remark.—The same word often is used as two elements at the same time.

SUBJECTS.

195. **The Subject** of a sentence is that of which the predicate asserts something, or intimates such assertion.

Ex.—*John* studies Algebra. If *he* study diligently, *he* will succeed. *To die* is dreadful. *That we must die* is certain. *Who* is that?

Remark 1.—The subject of imperative, assumptive, and indifferent sentences often is implied, that is, it is not expressed.

Ex.—Run (thou, you, ye, some one). () To avoid () giving one's opinion—.

Remark 2.—Any expression may be used as the subject of a sentence.

SUBJECTS DISTINGUISHED.

196. Subjects are distinguished as *Active, Passive, or Neutral.*

197. **An Active Subject** is one that denotes that which exerts the signification of its predicate.

Ex.—James runs. *John* owns that book. *Susan* has a new hat.

198. **A Passive Subject** is one that denotes that which receives or suffers what its predicate signifies as exerted by something else.

Ex.—Eve was flattered by the serpent. The *king* was honored by his people.

199. **A Neutral Subject** is one that is neither Active nor Passive.

Ex.—Iron is heavy. *Snow* is white. *James* has been a good boy.

Remark.—A subject may be active as to one or more predicates, passive as to another one or more predicates, and neutral as to another one or more predicates in the same sentence.

Ex.—God reigns in heaven, is good, and is grieved by man's wickedness. Here *God* is the active subject of "reigns," neutral subject of "is," and passive subject of "is grieved."

PREDICATES.

200. **The Predicate** of a sentence is the verb, or verb-group which asserts something, or intimates such assertion, of the subject.

Ex.—John *reads.* He *can read.* He *is* good. He *might have been* worse. *Be* honest. () *To have been loved* by others—. *May* heaven *bless* you.

DIAGRAM.

201. **A Diagram** of an expression is a map of it showing the offices and constructive relations of its elements.

ARRANGEMENT.

202. The order of arrangement in the diagram is always: 1. The subject. 2. The Predicate. 3. The Predicate-Complement. 4. Any Additional Complement.

203. The order of arrangement in the written or spoken sentence, varies with the use of the sentence and the style and feeling of the author.

TEST EXERCISE.

Point out the subjects and distinguish them; also, point out the predicates, and place the subjects and predicates in diagram.

1. *William | was rewarded.*

Explanation.—Elements of the same rank occupy the same, or similar bases.

Analysis.—This is a sentence of which "William" is the subject, passive with reference to the predicate "was rewarded," from which in the diagram it is separated by a perpendicular bar.

2. The sun shines warm.

Analysis.—This is a sentence of which "sun" is the subject, and "shines" is the predicate. The subject is active.

Diagram. *sun | shines.*

3. The wind blows hard. 4. Go to the ant, thou sluggard. 5. The grass is green. 6. Iron is a metal.

7. John has a new hat. 8. The emperor has been crowned. 9. Catiline was called a traitor. 10. The wheat has been harvested. 11. Birds fly. 12. The good man was happy. 13. All Europe wondered at Napoleon's ambition. 14. Who brought that news here? 15. Books may be meritorious or faulty. 16. Washington was elected president. 17. Garfield was assassinated.

PREDICATE COMPLEMENTS.

204. **The Predicate Complements** are the *Attribute*, the *Object*, and the *Predicative Complement*. With these the *Assumed Attribute* may be considered.

ATTRIBUTE.

205. **The Attribute Complement** is an expression which extends an intransitive predicate and relates in sense to the subject.

NOTE.—In the diagram, the Attribute stands on the extended base of the predicate from which it is separated by an oblique bar slanting from the base upward to the left.

3. *Ex.*—*Grass* | *grows* \ *green*.

Explanation.—This is a declarative sentence, of which "grass" is the subject, "grows" the predicate, and "green" the attribute. Why?

TEST EXERCISE.

Diagram and analyze the following as to subjects, predicates, and attributes.

1. Snow is white. 2. Chalk is brittle. 3. Iron is heavy. 4. Father has grown old. 5. John arrived safe. 6. Grace looks good. 7. She might have been happy. 8. Our parents are kind to us. 9. John was a good boy. 10. The colonies grew strong. 11. The English government became tyrannous. 12. Mr. Gould is quite rich. 13. Vic-

toria was crowned queen. 14. William was made emperor. 15. Elijah is called a great prophet. 16. Gold is considered a noble metal. 17. Be thou honest. 18. To be happy—. 19. Mother's being quite sick—.

OBJECT.

206. **The Object Complement** is the expression which extends a transitive predicate and denotes that which receives and restricts the doing or possessive force of the predicate.

NOTE.—In the diagram the object complement stands on the extended base of the predicate from which it is separated by a bar slanting from the base upward to the right.

1. *Ex.*—*William | studies / algebra.*

Analysis.—This is a declarative sentence of which "William" is the subject, "studies" is the predicate, and "algebra" is the object complement. Why?

Remark.—Some predicates take two object complements of which one denotes that to which the other is directed.

2. *Ex.*—*He | struck / me / blows.*

Here both "me" and "blows" are object complements.

NOTE.—When the object to which the other is directed becomes the passive subject, the other becomes the complement of a preposition ***implied.*** But when the object which is directed to the other becomes the passive subject, the object to which it is directed becomes the complement of a preposition ***expressed.***

Ex.—I was struck (*with*) blows. Blows were struck *against* me.

TEST EXERCISE.

Diagram and analyze the elements, learned, in the following:

1. John saw James yesterday. 2. The girls recited their lessons. 3. The warm sun melts the frost away.

4. Joseph interpreted Pharaoh's dream. 5. Liars should have good memories. 6. Mr. Jones has sold his farm to Mr. Smith. 7. Merchants handle goods. 8. Susan has bought a new hat for her sister. 9. The king prorogued parliament. 10. Whom did you call. 11. Bring your book to me. 12. James is reading law. 13. William asked me a question. 14. I taught him arithmetic. 15. John is striking the horse cruel blows. 16. James's writing the letter—. 17. For him to have written the book—.

PREDICATIVE COMPLEMENTS.

207. **The Predicative Complement** is an indifferent or an assumptive predicate which combines in sense with and extends an other predicate.

Remark.—This complement is used only after intransitive predicates.

NOTE.—In the diagram, the predicative complement stands on the extended base of the predicate from which it is separated by two slanting bars beginning on the base and meeting above.

Ex.—*He | kept /\ gathering / gold.*

He | was seen /\ entering / houses.

He | ought /\ to have gone.

He | was accustomed /\ to hear / flattery.

Here "gathering," "entering," "to have gone," and "to hear" are predicative complements.

Remark.—The predicative complement may have either of the other complements. It must be carefully distinguished from the verb-complement of the passive, or the progressive conjugation.

TEST EXERCISE.

Diagram and analyze all the elements, learned, in the following:

1. You need urge me no further. 2. They do not dare speak the truth. 3. They will not venture to offend

the king. 4. He was persuaded to remain at home. 5. The city lies sleeping. 6. The guard kept waiting for orders. 7. He was seen pilfering the store. 8. He ought to have been good. 9. Who has been found transgressing our laws? 10. John bids to become a good lawyer. 11. He is thought to be honest.

ASSUMED ATTRIBUTE.

208. All the elements of a subordinate sentence, except the attribute with its modifiers, are sometimes dropped, when the attribute so retained is called an *Assumed Attribute.*

Remark—A subordinate sentence is one used as an element of another sentence.

ATTRIBUTIVE ATTRIBUTE.

209. When an assumed attribute extends a predicate and relates in sense to the attribute, it is called the **Attributive Attribute.**

NOTE.—In the diagram, the attributive attribute stands on the extended base of the attribute from which it is separated by a bar slanting from the base upward to the left.

Ex.—He was a man proud of his friends.

Diagram.—He | was\man\proud.

Analysis.—This is a delarative sentence of which "he" is the subject, "was" is the predicate, "man" is the attribute, and "proud" is the attributive attribute. Why?

TEST EXERCISE.

Diagram as far as learned all the elements in the following:

1. Napoleon was a warrior ambitious for fame. 2. The night is but the daylight sick. 3. It is a mountain rich in scenery. 4. He is a miser greedy for gold. 5. The

bear is an animal tenacious of life. 6. It was an explosion terrible in its effects. 7. Washington was a patriot zealous in his country's defence. 8. He is a gentleman worthy of esteem.

OBJECTIVE ATTRIBUTE.

210. When an assumed attribute extends the predicate and relates in sense to the object, it is called the **Objective Attribute.**

NOTE.—In the diagram, the objective attribute stands upon the extended base of the object from which it is separated by a bar slanting from the base upward to the left.

1. *Ex.*—*They | made / me \ mad.*
2. *They | elected / Mr. Jones \ chairman.*

TEST EXERCISE.

Diagram and analyze the following:

1. The jury chose Mr. Reed foreman. 2. They made Victoria queen. 3. David struck Goliath dead. 4. Parliament elected Cromwell Protector. 5. Napoleon's ambition made him an object of suspicion. 6. Congress appointed Washington commander-in-chief of the American army. 7. Polonius thought Hamlet insane. 8. The infatuated husband thinks his homely wife really beautiful.

Remark.—When the object becomes the passive subject, the objective attribute becomes the attribute, and the active subject, if retained, becomes a prepositional complement.

3. *Ex.* 1.—*Goliath | was struck \ dead* by David.

2. Mr. Reed was chosen chairman by the convention. 3. He was made an object of suspicion by his ambition. 4. Washington was chosen commander-in-chief. 5. The Bible is esteemed the best of books.

MODIFIERS.

211. **A Modifier** is a word or group of words so used as to qualify, limit, extend, fix, or vary the meaning of some other word or expression of which it is not a principal element.

NOTE.—The usual classification of modifiers, namely, adjective modifiers, and adverbial modifiers, is discarded in this work as not only useless, but as having a tendency to confuse the learner.

CLASSIFICATION.

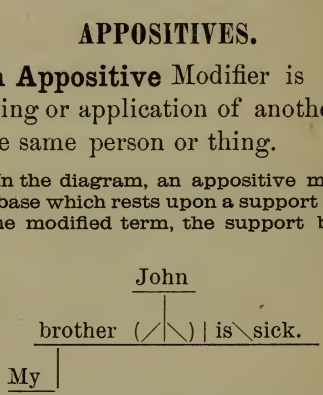
212. For convenience, modifiers are divided, in this work, into *Ordinary* and *Appositive Modifiers*.

APPOSITIVES.

213. **An Appositive** Modifier is one used to fix the meaning or application of another expression denoting the same person or thing.

NOTE 1.—In the diagram, an appositive modifier stands upon its own base which rests upon a support standing upon the base of the modified term, the support being enclosed by curves.

Ex.

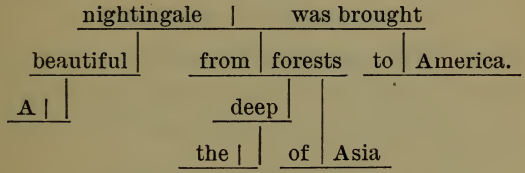


Here "brother" and "John" denote the same person, and "John" determines which brother is meant, and is the appositive modifier of brother.

NOTE 2.—In the diagram, an ordinary modifier stands upon its own base which is joined to the base of the modified term above it by a perpendicular bar which follows a modifier which precedes, and precedes a modifier which follows the modified term. But when the modifier is a prepositional phrase, the connecting bar stands between the preposition

and its complement. An additional short bar by the connecting bar indicates that the modifier's force extends to the next base above that to which it is joined. Modifiers of a term should be arranged in the order in which they occur in the expression, as nearly as possible.

Ex.—A beautiful nightingale was brought from the deep forests of Asia, to America.



Analysis.—This is a declarative sentence of which the subject "nightingale" is modified by "beautiful," and "beautiful nightingale" by "a"; the predicate "was brought" is modified 1st, by "from the deep forests of Asia," a prepositional phrase of which "from" is the preposition, and "forests" is its immediate complement, which is modified by "deep," and "deep forests" by "the"; "forests" is also modified by "of Asia," a prepositional phrase of which "of" is the preposition and "Asia" is its complement; 2d, the predicate is modified also by "to America," a prepositional phrase of which "to" is the preposition and "America" is its complement.

TEST EXERCISE.

Diagram and analyze in full each of the following:

1. Lord Byron the poet died in Greece. 2. John Milton the prince of poets was blind. 3. That gentleman is Mr. Jones the physician. 4. Mary is visiting her cousin Celia. 5. We promised to call at Mr. Reed the banker's. 6. I ate some very sweet apples to-day. 7. The flowers of early spring have come. 8. The occasion was graced by the presence of the king. 9. A large flock of birds flew swiftly over the house. 10. My uncle gave me a fine gold watch. 11. Who came with

you in your new buggy? 12. Bring some sweet-smelling myrrh. 13. How transitory are all the joys of this world! 14. The snows of winter have been melted away. 15. Some years ago, an old German Count was saved from death by a very remarkable incident. 16. The question, "Shall we live again?" interests all.

ATTENDANT ELEMENTS.

214. **An Attendant** Element is an expression which is not used as a connective, principal element, or modifier of an other expression with which it stands.

Ex.—*O, Lord*, how marvelous are thy works! *The Smith*, a mighty man is he.

NOTE.—In the diagram, an attendant element is not connected with the expression with which it stands.

Ex.—1. O, Lord, works | are \ marvelous
thy | how |

2. smith, he | is \ man
The | mighty |
a | |

Here "O," and "Lord" are attendant elements of the first sentence; and "The smith" is an attendant element of the second sentence, "Smith" is modified by "the." Analyze each sentence in full.

TEST EXERCISE.

Diagram and analyze in full, the following:

1. William, you may recite your lesson. 2. The fault, dear Brutus, is not in our stars. 3. Well, now, what great action did he do? 4. Why, he conquered Tyre. 5. Alas! little Nell was dead. 6. Oh, she was

the queen of fancy. 7. The artful villian! he deceived us. 8. To speak plainly, I do not like your faults. 9. Our fathers! where are they? 10. John having returned, I went to my work. 11. Hark! I hear heavenly music in the air. 12. Hurra! the foe flies from the field! 13. "Hallelujah! the angels are coming!"

Structure of Elements.

215. With reference to their structure, Elements are divided into three classes, namely, *Simple*, *Complex*, and *Compound*.

SIMPLE ELEMENTS.

216. **A Simple** Element is an expression that does not contain a modifier of any of its own parts.

Ex.—Men are mortal. Here each element, the subject, the predicate, and the attribute, being unmodified is simple.

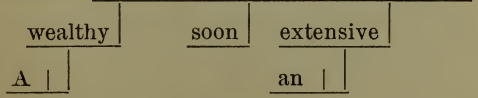
COMPLEX ELEMENTS.

217. **A Complex** Element is an expression containing one or more modifiers of one or more of its own parts, the whole expression constituting one element with reference to some other expression.

Remark.—The modified part of an element is called the *basis* of the element, and it may be simple or complex.

Ex.—A wealthy man can soon secure an extensive influence.

Diagram.



Analysis.—This is a declarative sentence of which "A wealthy man" is the complex subject of which "man" is

the simple basis modified by "wealthy," a simple element and "wealthy man" a complex basis modified by "A" a simple element. "Can soon sccure" is the complex predicate of which "can secure" is the simple basis, modified by "soon," a simple element. And "an extensive influence" is the complex object of which "influence" is the simple basis modified by "extensive" a simple element, and "extensive influence," a complex basis modified by "an" a simple element.

COMPOUND ELEMENTS.

218. **A Compound** Element is an expression consisting of two or more simple, or complex, or simple and complex elements commonly joined by conjunctions.

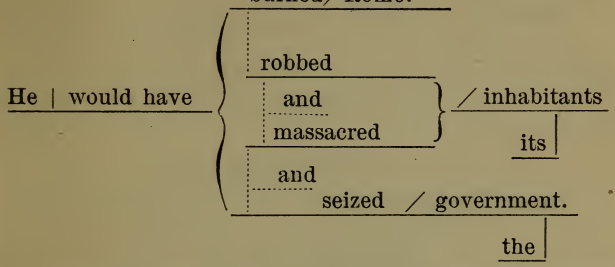
NOTE.—The conjunction is frequently omitted, the omission being indicated by a comma. But sometimes the connective can not be supplied without a change as to some of the elements.

Ex. William and Mary, | having married, live happily.

Analysis.—This is a mixed sentence of which "William" and "Mary," two simple elements joined by "and," a simple connective element, form the compound subject. "Having married," a simple element, and "live happily," a complex element of which "live" is the simple basis modified by "happily," a simple element, form the compound predicate, the connective being dispensed with.

Remark.—In the diagram, each simple basis of a compound element stands upon its own base, the first and the last of which are joined to the main base at its end, the intervening bases being joined by dotted lines. This is true also when the common part of two or more elements is used but once.

Ex.—He would have burned Rome, robbed and massacred its inhabitants, and seized the government.



Analysis.—This is a declarative sentence of which "he" is the simple unmodified subject; "would have burned, robbed, massacred, seized" is the compound predicate; "would have" being the common part, is used but once. "Rome" is the simple object of "burned;" "its inhabitants" is the complex object of "robbed" and "massacred," "inhabitants" being the simple basis, modified by "its" a simple element; and "the government" is the complex object of "seized," "government" being the simple basis, modified by "the," a simple element.

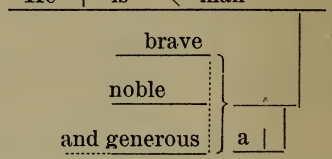
TEST EXERCISE.

Diagram and analyze, in full, each of the following:

1. The winds, the trees, the shrubbery, the hills and valleys, in California, confound and mock the stranger. 2. In New England, the winds hurry and scurry and change, often many times in a day. 3. He bought horses and mules. 4. These people are honest but poor. 5. Hannibal's whole life was a struggle against the power and dominion of Rome. 6. Soon we came upon a succession of rapids and whirling cataracts. 7. He conducts himself proudly and nobly. 8. My subjects have received, at my hands, a common justice and equal bene-

fits. 9. I opened the channels of their commerce, and dug them deep, and wide, and sure. 10. He is a brave, noble and generous man.

Diagram.



Here "a" modifies "brave, noble, and generous man."

PHRASES.

219. **A Phrase** is an expression comprehending two or more related ideas, but not both a subject and a predication.

Ex.—A very rich man. By the river.

220. Phrases are divided into two classes, namely, *Word Phrases* and *Prepositional Phrases.*

221. **A Word Phrase** is an an expression consisting of a simple basis and its modifiers.

Ex.—The old *Liberty Bell.* A rich *man.*

222. **A Prepositional Phrase** is an expression comprehending a preposition and its complement.

Ex.—Amid the confusion,—on the mountain—by the river's bank—in dreams.

NOTE 1.—The preposition is often omitted when its force is clearly implied.

Ex.—Give (to) me your book. I bought (for) John a new hat.

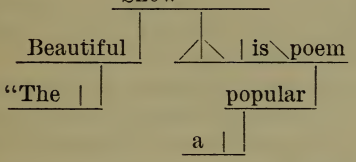
NOTE 2.—The complement of a preposition may be a word, a phrase, or a sentence.

Ex.—He came with *me*, from *beyond the sea*. He knew of *John's having the book*.

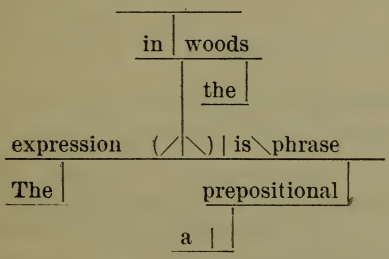
Remark.—Frequently a phrase is taken as a *unit* of thought, and when it is thus considered it may be any element except the predicate.

NOTE.—In the diagram, a phrase taken as a unit stands upon its own base which rests upon a support which stands upon the base upon which the phrase would stand were it a word.

Ex. 1.



Here "The Beautiful Snow" is taken as a unit of thought, and is the subject of the sentence. In the phrase "a popular poem," "poem" is taken as the unit of thought, hence the difference in the diagrams.



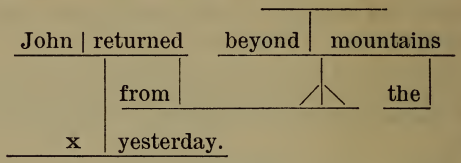
Analyze in full.

TEST EXERCISE.

Diagram and analyze in full.

1. The book "The American Bastile" was written by Marshall. 2. The title of the poem is "The Wild

Gazelle." 3. Have you read "Churchill's Grave?" 4. I have been interested in "Uncle Tom's Cabin." 5. John returned from beyond the mountains, yesterday.



"Yesterday" is the complement of an implied preposition, indicated in the diagram by X. "Beyond the mountains" is the complement of "from."

6. What kind of an expression is "From the painted windows?" 7. The teacher diagramed the phrase "without an enemy in the world." 8. "Within the church" is a prepositional phrase.

Structure of Sentences.

223. With reference to their structure, sentences are divided into three classes, namely, *Simple*, *Complex*, and *Compound*.

224. **A Simple** Sentence is one in which all the predicates have the same subject or subjects.

Ex.—The sun shines and warms the earth. John and James went to town to see the circus. He plotted to burn Rome, massacre the senate, and seize the government.

225. **A Complex** Sentence is one so constructed that some element of it is a sentence, or that the same expression is an element of each of two sentences.

Ex. 1.—We know that we must die. 2. We asked John to bring us some flowers. Here (1,) "that we must die," is a sentence used as the object-complement of

"know," hence, the sentence of which it is an element, is complex. And (2,) "John" is the object-complement of "asked," and the subject "to bring, etc."

Remark.—Each sentence of a complex sentence is called *a clause.*

226. **A Compound** sentence is one consisting of two or more simple, or complex, or simple and complex sentences.

Ex.—Birds fly, but fishes swim. Train the children in the way in which they should go, and the vices which now lead so many to dishonor will be shriveled up. "Silesia had been occupied without a struggle; but the Austrian troops were advancing to the relief of the fortresses which still held out."

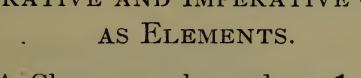
Remark.—The simple and the complex sentences of which a compound sentence consists, are called *members.* The members of a compound sentence are connected by *conjunctions* only; but the connective is frequently omitted.

DECLARATIVE AND IMPERATIVE CLAUSES AS ELEMENTS.

227. A Clause may be used as—**1. The Subject.**

NOTE.—A clause element is diagramed first as a sentence, its appropriate base resting upon a support which stands upon the appropriate base of the sentence of which it is an element.

Ex.



Analysis.—This a complex sentence the subject of which is a simple sentence, of which "That" is an introductory connective, "he" the simple subject, "is the

simple predicate, and "guilty" the simple attribute. "Has been proven" is the simple predicate of the complex sentence.

2. That the earth is a sphere was long ago proven. 3. That Mr. Smith was sincere cannot be doubted. 4. Who the stranger is, has not been ascertained. 5. That polygamy is antagonistic to enlightened civilization is well established by ancient and modern history. 6. What caused the catastrophe is not known.

7. he | died,

How

| has been reported.

not

8. When he will return, is a matter of conjecture. 9. Where he lives, is not known here. 10. Why John did not keep his promise, remains without any satisfactory explanation.

A clause may be used as—**2. Attribute Complement.**

Ex. that he | was surprised

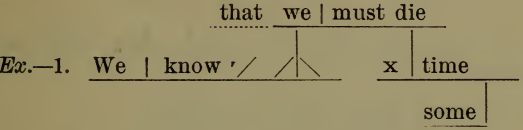
1. truth | is greatly.

The

2. My opinion is that your friend will not return. 3. The question was "What shall we do?" 4. The inquiry was, who would try the experiment. 5. What was to be decided, was, when we should start. 6. The matter of surprise was, how such things could happen in our country. 7. Their earnest wish was, that we should abandon our cause, and accept their proposition. 8. The inquiry now is, "Why has an investigation been demanded by them?" 9. The agreement was, that he should trans-

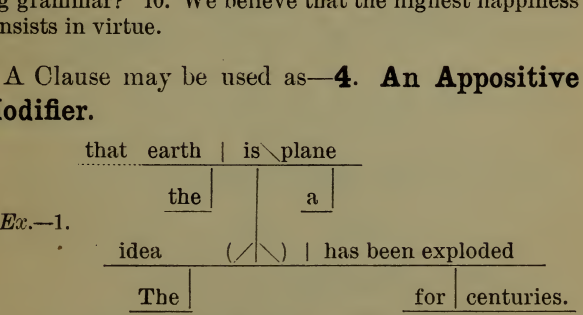
act the business, and report immediately. 10. The only wonder was, how one head could contain so much knowledge.

A Clause may be used as—**3. Object Complement.**



2. He promised that he would return the money. 3. The world will not anxiously ask who you are. 4. History teaches that liberty cannot be sustained without intelligence. 5. We do not know that we shall not die to-morrow. 7. The lecturer showed us how a fly walks on the ceiling. 8. We do not know how, or when, or where we shall die. 9. Can you tell why you are studying grammar? 10. We believe that the highest happiness consists in virtue.

A Clause may be used as—**4. An Appositive Modifier.**



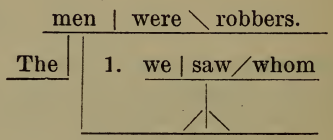
2. His advice that we should attend the lecture was not favorably received. 3. The hope that we shall succeed on to-morrow still cheers us. 4. The lecturer justly criticized the proposition that all men are created equal. 5. Many a drunkard has been made by the delusion, that a moderate indulgence in the use of intoxicating liquors is harmless. 6. The general issued the order that the

army should go into winter quarters. 7. Great excitement was created by the report that gold had been found in large quantities. 8. It was his belief that merit should be recognized. 9. It remains to be seen how we shall succeed.

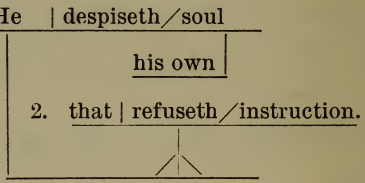
NOTE.—In the last two sentences above, the clause is in apposition with "it."

A Clause may be used as—**5. An Ordinary Modifier.**

Ex.—1.



2.



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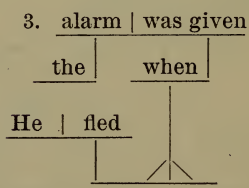

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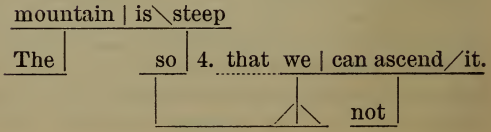
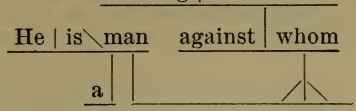


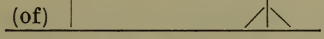


Explain the above diagrams.

6. The pleasures that are lighted by this world are evanescent. 7. He is a man that would scorn a wrongful act. 8. We found the place which you described. 9. William did the work as we desired. 10. We hurried because we were late. 11. Many fled, for the danger was imminent. 12. The armies fought where they met. 13. His country needed soldiers, therefore he enlisted. 14. Ralph was so dishonest that no one would trust him. 15. William was as prudent as he was good. 16. A hill is not so high as a mountain [is high]. 17. It was a dispute in which I had no interest.

A Clause may be used as—**6. A Prepositional Complement.**

Remark.—The preposition is, perhaps, often implied than expressed when a clause is thus used.



TEST EXERCISE.

2. We were informed that it was worthless. 3. I am not certain how the difficulty began. 4. We were not sure when our friends would return. 5. What have I to say why sentence of death should not be pronounced against me? 6. They were desirous that James should be a lawyer. 7. I have much to say why my reputation should be rescued from the false accusations which have been made against it. 8. I must call your attention to

how matters were at the time of this publication. 9. Our friend was mistaken as to when the company would return. 10. He was anxious that we should go.

ASSUMPTIVE AND INDIFFERENT CLAUSES.

Remark.—Assumptive and indifferent clauses may be used in all the ways that declarative and imperative clauses are used; but as they have some additional uses, and as their predicates together with their complements and modifiers may be considered apart from their subjects, these clauses are treated separately in this work.

228. The subject of an assumptive, or an indifferent clause, whether implied or expressed, may be *Absolute* or *Assumed*.

229. **An Absolute** subject is one which would remain the subject, if the clause were converted to a declarative clause.

Ex.—*His* having come, surprised us. For *him* to have come, surprised us. That *he* should have come, surprised us.

Here "*his*," "him," and "he" are but different forms of the same subject.

230. **An Assumed** subject is one which would not remain the subject if the clause were converted to a declarative clause.

Ex.—The boy riding that horse is my brother. The boy to ride that horse is my brother. The boy who rides, etc. The boy who will ride, etc.

Here "boy" the subject of "riding" and "to ride" does not remain the subject of "rides," and "will ride," but in the declarative clauses is represented by "who" the subject of the declarative clause. Observe also that

Analysis 1.—This is a complex sentence, of which the subject is an assumptive clause of which "John's" is the subject, "forging" is the predicate, and "note" the object, modified by "the;" of the complex sentence, "had been intimated" is the predicate, modified by "to his father," a prepositional phrase, of which "to" is the preposition, and "father" modified by "his" is the complement.

2. This is a complex sentence of which the subject is an assumptive clause, of which the subject is implied, the predicate is "reading," and the object "books" modified by "good;" of the complex sentence the predicate is compound, consisting of the assumptive "being" of which "profitable" is the attribute complement, and the declarative "should be encouraged."

changing the assumptive or the indifferent clause to the declarative, changes the general sentence from the simple to the complex form.

THE ASSUMPTIVE CLAUSE.

231. An assumptive clause having an absolute subject expressed or implied, may be used as,—

1. The Subject of another expression.

Ex. John's | forging ⁄ note,
the |

1. | had been intimated
to | father.
his |

2. x | Reading ⁄ books
good |
being \ profitable,
should be encouraged

Analysis 1.—This is a complex sentence of which the subject is an assumptive clause, of which "John's" is the subject, "forging" is the predicate, "books" is the object, modified by "good;" of the complex sentence, "had been intimated" is the predicate, modified by "to his father," a prepositional phrase, of which "father" is the complement, modified by "his."

2. This is a complex sentence of which the subject is implied, the predicate is "reading," and the object "books" modified by "good;" of the complex sentence the predicate is compound, consisting of the assumptive "being" of which "profitable" is the attribute complement, and the declarative "should be encouraged."

TEST EXERCISES.

3. William's coming so hurriedly from the woods greatly excited our guide. 4. Editing a large daily paper is an arduous task. 5. His being found on the premises is an unfortunate circumstance against him. 6. The showman's going into the cage with the lion greatly frightened the boys. 7. Carrying concealed weapons, being an offence against the law, should be suppressed. 8. The clerk's granting the license was not a violation of law. 9. Giving to the poor your worn out clothing is stingy charity.

2. Attribute Complement.

Ex. What | surprised/me,

your | being connected

1. | was | with | affair.

the

Analyze in full.

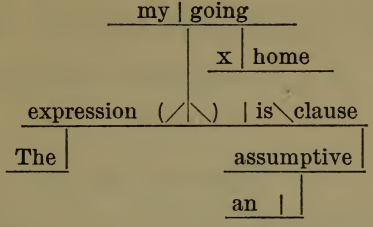
x | herding/cattle

2. occupation | is | on | prairies.

His | the

3. The cause of my failure was your neglecting your duty and my interests. 4. My most pleasant occupation was driving in the parks. 5. His excuse was his being unacquainted with the business. 6. What secured him the appointment was his friend's writing a letter of recommendation to the department. 7. The cause of my happiness is your winning so valuable a prize.

3. An Appositive Modifier.

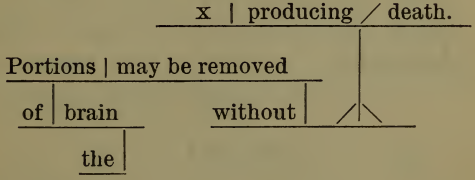


Analyze in full.

TEST EXERCISE.

2. The language, your being a traitor, offended him. 3. The song, "Coming Through the Rye," was exquisitely rendered. 4. The delightful task, studying Shakespeare's plays, occupied my leisure hours.

4. A Prepositional Complement.



Analyze in full.

TEST EXERCISE.

2. John told us of his brother's writing a book. 3. We were relieved by some men's coming in sight. 4. His penury is the result of recklessly speculating in exchange. 5. Much of his time was spent in reading novels. 6. We were astonished at the boy's undertaking so hazardous an adventure. 7. The British were surprised by Washington's suddenly withdrawing his forces from New York.

5. An Attendant Element.

Ex.—1. Father | having returned, we | proceeded.

2. x | Speaking you | have deceived/me.
plainly,

TEST EXERCISE.

3. The company having had a pleasant time, we returned. 4. The general having given the order, the assault was made precisely at noon. 5. Admitting your premises, your conclusion is wrong. 6. Lincoln having been assassinated, Andrew Johnson became president of the United States. 7. The Indians having committed many depredations, General Wayne was sent against them. 8. The lights having been extinguished, the charter was carried off. 9. Speaking of adventurers, have you heard of Stanley?

232. An assumptive clause having an absolute subject expressed, may be used as an **Object Complement.**

Ex.—1. We | forbid/ your | taking/books.
our

TEST EXERCISE.

2. We oppose our friend's pursuing such a course. 3. Business prevented my attending the races. 4. The North opposed the government's permitting the extension of slavery. 5. The police prevented the mob's doing much injury to the property. 6. We thought William's giving so freely was wrong. 7. They ignored our having secured proofs. 8. The warden forbade the prisoners' talking. 9. I forgot his having brought the flowers.

ASSUMED SUBJECT.

233. An Assumptive clause may disregard an implied absolute subject and assume as its subject,—

1. An Attribute Complement.

Ex.—1. It | is\book | written
a | for | amusement.

Analysis.—This is a complex sentence consisting of a declarative and an assumptive clause, the declarative clause being "It is a book," of which "It" is the simple subject, "is" the simple predicate, and "a book" the complex attribute of which "book" is the simple basis, modified by "a," a simple element: and the assumptive clause being "a book written for amusement," of which "a book" is the complex assumed subject, of which "book" is the simple basis, modified by "a," and the complex predicate is "written for amusement," of which "written" is the simple basis, modified by "for amusement," a prepositional phrase of which "amusement" is the simple complement.

Observe that the assumptive clause can be expanded into a declarative clause by supplying a subject and a declarative group-verb, thus: It is a book *which was* written for amusement.

TEST EXERCISE.

2. He is a boy possessing great intelligence. 3. Washington was a man greatly loved by his countrymen. 4. John became an officer having command of a great army in India. 5. She was a lady accomplished in the arts.

2. An Object Complement.

Ex. I | know/man | riding/horse.
the | that |

Analyze in full.

TEST EXAMPLES.

2. I have just read "Cousin Maud" written by Mrs. Holmes. 3. William owns a large farm lying in the valley. 4. We easily found the place described by our friend. 5. We purchased those beautiful pictures, hanging against the wall, at Mr. Jones's. 6. The lecturer described the people living in the valleys of the West.

3. A Prepositional Complement.

1. James | drew / picture
   a | of | house | standing
   a | on | hill
   a |

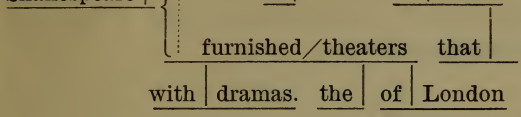
Here "house" is the complement of "of," and also the assumed subject of "standing."

TEST EXERCISE.

2. We followed the priest into a large room filled with tall wooden presses. 3. I have plucked many a rose from the bush standing by the flowing spring. 4. Our attention was attracted by a young shepherd playing on a flute. 5. We listened to the sweet melody borne on the evening breeze. 6. We stood on the bank of a mountain brook winding its way among the rocks. 7. He lives in affluence obtained dishonestly.

4. An Appositive Modifier.

NOTE.—An appositive modifier may be considered an ***assumed attribute.***



Analysis.—This is a complex sentence of which "Shakespeare" is the subject; "Skakespeare" is also the assumed subject of the implied predicate of which "a dramatist" is the complex attribute complement, of which "dramatist" is the simple basis, modified by "a," a simple element. "Dramatist" is an *assumed attribute*, because the predicate introducing it is merely implied; it is also the assumed subject of the assumptive clause of which "living at that time" is the complex predicate, of which "living" is the simple basis, modified by "at that time," a prepositional phrase of which "that time" is the complex complement, of which "time" is the simple basis, modified by "that," a simple element. Of the subject "Shakespeare," "furnished" is the declarative predicate. Complete the analysis.

NOTE.—Any expression having an implied predicate may have an assumed attribute.

TEST EXERCISE.

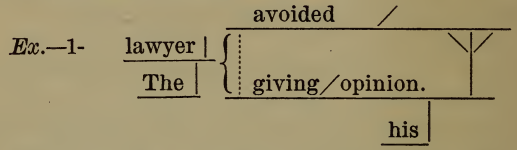
2. Lee, the Mountain Meadow fiend, captured many years afterward, was shot. 3. That is Mr. Reed, a man possessing great wealth in California. 4. They selected Washington, a man greatly respected, commander-in-chief. 5. The papers were prepared by Mr. Everets, a man standing in the foremost rank of lawyers. 6. I have just read "The Dream," a poem written by Lord Byron.

DOUBLE CONSTRUCTION.

234. An Assumptive clause, having assumed a

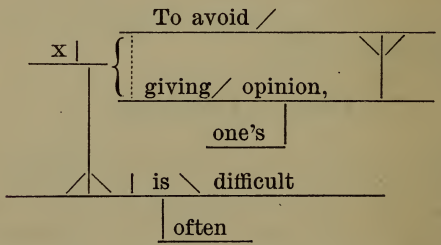
subject, may, apart from its subject, as a phrase, be,—

1. An Object Complement, and a part of a compound predicate.



EXPLANATION.—"Giving his opinion" stands upon an inverted support which rests upon the base of the object complement.

Analysis.—This is a simple sentence of which "The lawyer" is the complex subject of "avoided," and also the assumed subject of "giving." "Avoided" is the simple declarative predicate, of which "giving his opinion" is the complex object complement. "Giving" is the simple assumptive predicate of which "his opinion" is the complex object complement, of which "opinion" is the simple basis, modified by "his" a simple element.



Here the implied subject of "to avoid" is also the assumed subject of "giving."

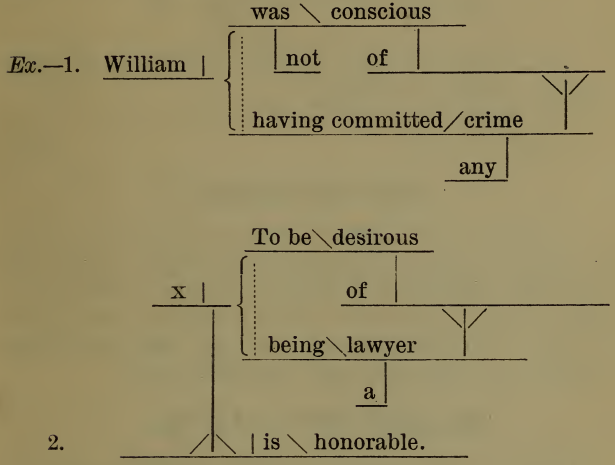
Analyze in full.

TEST EXERCISE.

3. We should avoid injuring others. 4. The boy should

quit associating with them. 5. A dishonest debtor shuns meeting his needy creditor. 6. John admitted having taken the money. 7. The prisoner acknowledged taking the horse. 8. The witness denied making that statement.

2. A Prepositional Complement and a part of a compound predicate.



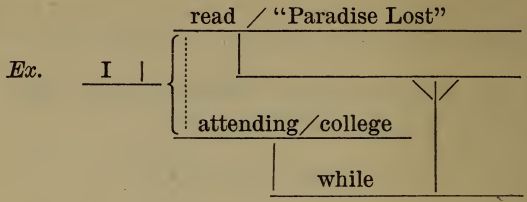
Analyze in full.

TEST EXERCISE.

3. They greatly rejoiced at meeting their friends. 4 Sailors use stones for ballasting ships. 5. The naughty boy delights in causing pain. 6. Susan was very desirous of winning the prize. 7. They were protected from being arrested. 8. John was disappointed of receiving a letter to-day. 9. The gallant army, in assaulting the fortification, lost many brave men.

3. A member of a compound predicate and

modifier joined by a conjunctive adverb.



Here "while attending college," modifies "read," and "while" modifies "attending."

Analyze in full.

TEST EXERCISE.

2. While traveling for pleasure, I staid several days in Rome. 3. When surrounded by superior forces, the regiment surrendered. 4. While standing on deck I saw three swans. 5. The men, while working in the gravel pit, made a startling discovery. 6. Burr, while pretending friendship to Blannerhassett, was robbing him.

GENERAL TEST EXERCISE.

Diagram and analyze in full each of the following examples:

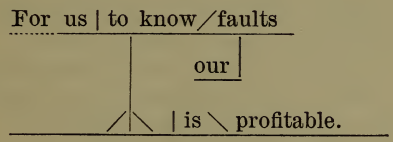
1. Mary's being a scholar was admitted. 2. Keeping the books for our firm is hard work. 3. What most pleased me, was our friend's giving us a most cordial reception. 4. His business was, superintending the farm. 5. Contentment is, being satisfied with all things. 6. He used the expression "Your intruding upon our attention is unwarranted. 7. The crime of being a young man is charged upon me. 8. A mother is pleased with her child's obeying her. 9. Sheridan having arrived, the battle was renewed with vigor and success. 10. I have been reading a book written by Charles Dickens. 11. We looked toward the

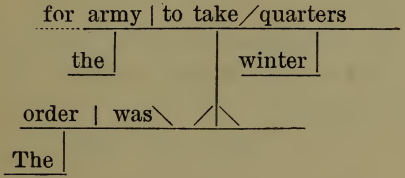
mountains standing in the distance against the clear sky. 12. The boy was unjustly accused of taking his uncle's horse without permission. 13. John was desirous of making a great fortune. 14. While too assiduously prosecuting his collegiate studies, James injured his health. 15. Mr. Jones, an attorney possessing great influence in court, undertook the cause.

THE INDIFFERENT CLAUSE.

235. An Indifferent Clause having an absolute subject *expressed*, and introduced by "for" may be used as the *subject* or *attribute* of another expression.

Ex.



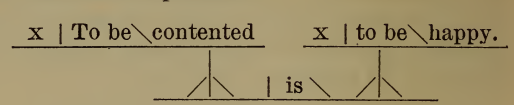


Analyze in full.

TEST EXERCISE.

3. For a man to trust himself under all circumstances is often dangerous. 4. For a man to forgive his traducer, requires magnanimity. 5. For one to be called proud is one's misfortune. 6. Our wish was for him to be a lawyer. 7. The shepherd's desire was for his flock to be sheltered from the raging storm. 8. The verdict should be for him to be sent to the state's prison during his life.

236. An Indifferent Clause having an absolute subject *implied* may be used as the **subject** or **attribute** of another expression.

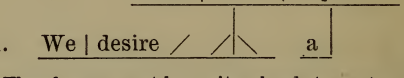


Analyze in full.

TEST EXERCISE.

2. To be haughty is, to be contemptible. 3. Your duty is, to maintain your good name. 4. His ambition was, to become famous. 5. A skillful physician's first act is, to make a careful diagnosis of the disease. 6. To do our whole duty requires great patience. 7. To be ignorant of the laws is, to be liable to prosecution. 8. The curse of Kings is, to be attended by sycophants. 9. To be profligate is, to be unworthy of respect. 10. One of his habits is, never to slight a person on account of appearance of dress.

237. An Indifferent Clause having an absolute subject *expressed*, may be used as *object* complement of another expression.



Ex.—1.

NOTE.—The clause must have its absolute, not an assumed subject, in this use.

TEST EXERCISE.

2. We do not know the house to be haunted. 3. Did the colonel order the horse to be saddled? 4. We thought him to be an honest man. 5. Permit me to assist you. 6. My parents wished me to be a farmer. 7. Mother desires us to return early. 8. We understood it to be Mr. Smith.

238. An Indifferent Clause having an absolute subject expressed or implied, may be used as a **prepositional complement.**

Ex.—1. We | desire / nothing — him | to return.
but | for

2. Nothing | remains
x | to carry / war.
but | on | the

NOTE.—The preposition is frequently implied, and cannot be literally supplied without violence to elegance of style. When the preposition "for" introduces the clause, the introductory "for" is omitted.

Ex.—They prayed for (for) the war to close.

TEST EXERCISE.

3. Nothing remains but for us to do our duty. 4. His last inducement to study economy had been swept away. 5. Everything except to love him was done for him. 6. Something to encourage him must be done. 7. But little except to pass long resolutions was done. 8. They were anxious for the meeting to close speedily. 9. They plead for him to return the child.

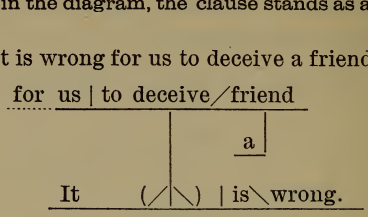
239. An Indifferent Clause having an absolute subject expressed or implied, may be used as an **appositive modifier.**

for John | to be \ lawyer,
a

Ex.—1. wish, (/ \ ) | can be realized.
Father's | not

NOTE.—A clause, frequently, is represented by "it," and then the clause is transferred to some other place in the sentence; but in the diagram, the clause stands as an appositive of "it."

Ex.—It is wrong for us to deceive a friend.

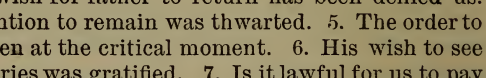


Analyze in full.

TEST EXERCISE

3. Our wish for father to return has been denied us. 4. Our intention to remain was thwarted. 5. The order to fire was given at the critical moment. 6. His wish to see other countries was gratified. 7. Is it lawful for us to pay tribute to Cæsar? 8. It is wrong for us unlawfully to take anothers' property. 9. His desire to be revenged was manifest. 10. It was finally determined for our guide to make an investigation.

240. An Indifferent Clause may be used as an **attendant element.**



TEST EXERCISE.

2. To be plain with you, he thinks you quite unreasonable. 3. But, to continue my story, we started at dawn. 4. For him to be guilty of such conduct! I am astonished. 5. Nay, but so basely to deceive me! who would have believed him capable of such conduct?

ASSUMED SUBJECTS.

241. An Indifferent Clause may disregard its

absolute subject, and, in all respects like the Assumptive Clause, assume a subject.

Ex.—1. It | was\circumstance | to be deplored.

a |

2. We | sent/John | to bring/mail.

the |

3. We | sent

for | him | to bring/wood.

some |

NOTE.—Each of the above sentences is complex. In the first, "circumstance" is the attribute of the declarative, and the assumed subject of the indifferent clause.

In the second, "John" is the object of the declarative, and the assumed subject of the indifferent clause.

In the third, "him" is the prepositional complement in the declarative, and the assumed subject of the indifferent clause.

Analyze in full.

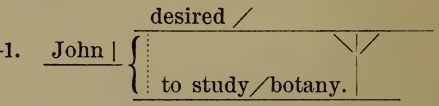
TEST EXERCISE.

4. He was a man to be feared. 6. It was a scene to freeze one's senses. 6. He was a soldier to be trusted in battle. 7. Susan invited her friends to take tea with her. 8. The minister wrote a letter to be read at the meeting. 9. The company built several houses to be occupied by the miners. 10. The hunter takes his dog to find game. 11. My friend wrote to me to buy the farm for him. 12. We looked for a guide to show us the way. 13. They agreed upon the course to be pursued. 14. They consulted about the methods to be used. 15. Mr. Wilson, a man to be trusted in the business, was duly commissioned. 16. We were speaking of Mr. Allen, the man to be elected next Tuesday.

DOUBLE CONSTRUCTION.

242. An Indifferent clause apart from its assumed subject, **may be a member of a compound predicate,** and,—

1. An Object Complement.



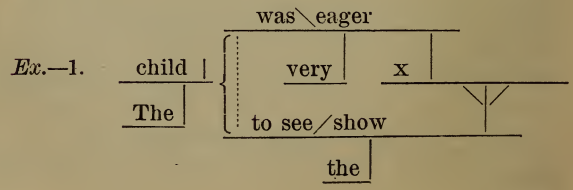
NOTE.—Here "to study botany" is the object complement of "desired," the declarative member of the compound predicate. "To study" the indifferent member of the predicate assumes "John" as its subject, and "botany" is its object element.

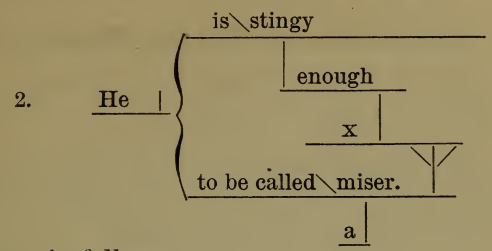
Analyze in full.

TEST EXERCISE.

2. William decided to become a farmer. 3. They expected to accomplish much good. 4. God promised Noah to save him from the flood. 5. The general determined to chastise the enemy severely.

2. A Prepositional Complement.





Analyze in full.

TEST EXERCISES.

3. The children manifested great anxiety to visit their cousins. 4. John was anxious to become a good scholar. 5. Columbus went to Spain to solicit assistance. 6. Henry was too indolent to succeed. 7. James was not able to find the other boys. 8. He manifested a disposition to injure us. 9. He expressed a desire to see the works. 10. He made a threat to injure us.

GENERAL TEST EXERCISE.

Diagram and analyze in full.

1. For one to neglect health is folly. 2. It is cowardice for a man to avoid responsibility. 3. Father's desire was, for John to be a merchant. 4. It is dangerous to trust only ourselves. 5. His promise was, to return the money to-morrow. 6. To be rich may be, to be miserable. 7. We desired our cousins to meet us in the city. 8. The boy did everything except to bring some water. 9. To confess the truth, I do not like your faults. 10. James has shown an ability to forgive his enemies. 11. Susan expressed a desire to be a milliner. 12. Napoleon was ambitious to rule the world. 13. The man killed the robber to save his own life. 14. Let John ride the horse to town. 15. They selected Mr. Jones to decide the dispute. 16. We wrote to Mary to send us her picture. 17. Arnold, a man to be execrated through all time, attempted to betray the Americans to the British.

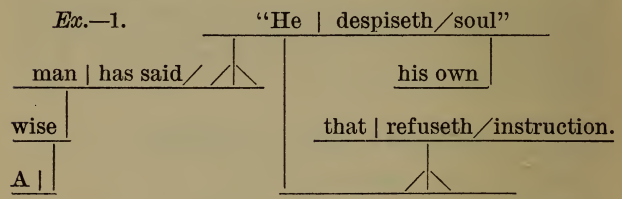
STRUCTURE OF THE CLAUSE-ELEMENT.

243. A sentence, used as an element, may be Simple, Complex, or Compound.

Remark.—As numerous exercises have been given, in which the simple sentence, or clause, has been used as an element, complex and compound elements consisting of clauses will now be briefly considered. We have seen what elements the clause, whether declarative, imperative, assumptive, or indifferent may be; and it is necessary only to give some exercises in which sentences, used as elements, are complex, or compound.

COMPLEX CLAUSES AS ELEMENTS.

Ex.—1.

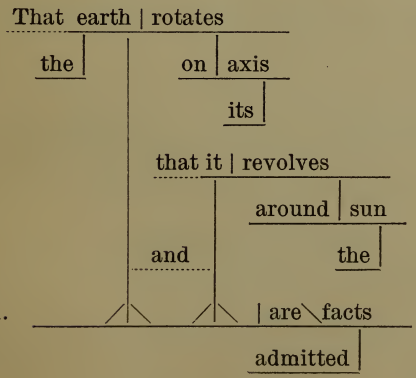


Analysis.—This is a complex sentence of which "A wise man" is the complex subject, "has said," is the predicate, and "He that refuseth instruction despiseth his own soul" the complex object complement—a complex sentence of which "He that refuseth instruction" is the complex subject, "despiseth," the predicate, and "his own soul" the complex object. Of the subject "He" is the simple basis, modified by "that refuseth instruction," a simple sentence of which "that" is both the connective and simple subject, "refuseth" the simple predicate, and "instruction" the simple object.

2. That the public should so severely condemn a man who has erred only once, is strange. 3. My opinion is that a man who will steal, will lie. 4. John promised me that he would lend me the book which his teacher gave him. 5 We were frightened at the thought that the tree under

which we had taken shelter, might be struck by lightning. 6. This is the cat that caught the rat that ate the moth that lay in the house that Jack built. 7. We wish, that whosoever, in all coming time, shall turn his eyes hither, may behold that the place is not undistinguished, where the first great battle of the revolution was fought. 8. We wish, finally, that the last object on the sight of him who leaves his native shore, and the first to gladden his who revisits it, may be something which will remind him of the liberty and the glory of his country. 9. To be content with what we have, is happiness. 10. We were tired of hearing the man speak blasphemy in public. 11. While attending college, James injured his eyes by reading too much at night. 12. I was surprised to-day on receiving a letter written by an old friend of mine now residing in Calcutta. 13. To vote to support that measure is, to oppose your own best interest. 14. It is impossible to hope to bring that. 15. Being about to purchase the farm, I desired my father to go with me to see it.

COMPOUND CLAUSE ELEMENTS.



Analyze in full.

TEST EXERCISE.

2. The opinion of many naturalists is, that the climate of the northern hemisphere has changed, and that its mean temperature once resembled that of the present tropics. 3. His defence was, that he had not received the general's order, and that he was surprised by the enemy. 4. With one voice they cried—"Let us fight for our liberties! let us march against Philip! let us conquer or die!" 5. I call that mind free, which sets no bounds to its love; which is not imprisoned in itself; which delights in virtue, and which measures its prospects of future happiness by the good it stimulates in this life. 6. We invoke the hastening of the time when there shall be no North, no South, no East, no West in our country; when political asperities shall no longer array one section of our commonwealth against another, and when the ennobling avocation of peace shall obliterate the bitter recollections of war. 7. His ambition was, to be popular and to drive the fastest horses in the city. 8. The book's having been published and your having read it are not sufficient proofs to convince me of its being worthy of popularity. 9. Your having offended him and his having resented the offence, lower you and him in our estimation. 10. For John to come to us, or for us to go to him was impossible at that time.

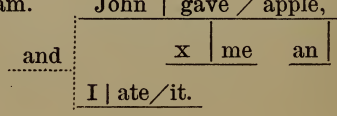
Compound Sentences.

NOTE.—To analyze or diagram a compound sentence, separate it into the simple or complex sentences composing it, and analyze or diagram each member separately, joining them as members of a compound element are joined.

TEST EXERCISE.

1. John gave me an apple, and I ate it.

Diagram.



Analysis.—This is a compound sentence consisting of two simple declarative sentences, namely, "John gave me an apple; I ate it," joined by "and." Complete the analysis.

2. I am a pebble, but who art thou? 3. The farmer sent for his friends, but they would not come to help him cut his wheat. 4. They are confident of success, yet we fear that they may be disappointed. 5. He has been admonished, still he persists. 6. They came, notwithstanding they knew the privations of a new country. 7. He knew that the dog was dangerous, nevertheless he entered the enclosure. 8. They inaugurated their policy, although they knew it was not sanctioned by their constituents. 9. Train the children in the way in which they should go, and the vices which now lead so many to dishonor, will be shriveled up. 10. "Silesia had been occupied without a struggle; but the Austrian troops were advancing to the relief of the fortresses which still held out."

Change of Structure.

244. One or more of the members of a compound declarative predicate may, sometimes, be changed to the assumptive, and the connective omitted.

Ex.—The horse *became* frightened *and* ran away.
The horse *becoming* frightened, ran away.

TEST EXERCISE.

NOTE.—Change all the members but one of declarative compound predicates to assumptive predicates, and explain the effect.

1. The man died and left a large estate. 2. The merchant sold his store and bought a farm near the city. 3. The bird sang its little song and then flew away. 4. The detective followed the burglar, arrested him, and put him into the jail. 5. They put a crown of thorns upon his

head, and bowed themselves, in mockery, before him. 6. He sprang into the saddle, dashed his spurs against his horse and escaped.

245. A declarative clause may be changed to an assumptive clause.

1. By changing the predicate to an assumptive and usually omitting the connective.

Ex.—Father *has returned*, *and* I can go.

Father *having returned*, I can go.

2. By changing the predicate to an assumptive, and the subject from the nominative form to the possessive, and omitting the introductory connective.

Ex.—*That father should have returned* surprised us.

Father's having returned surprised us.

3. By dropping the subject, and changing the predicate to an assumptive which assumes as its subject the antecedent of the subject of the declarative clause.

Ex.—The boy *who is riding that horse*, is my brother.

The boy *riding that horse*, is my brother.

I saw the man *as he rode by*.

I saw the man *riding by*.

TEST EXERCISE.

1. William tossed me an apple, and I ate it. 2. Sheridan met the fleeing army, and the retreat was changed to an assault and decisive victory. 3. That John had been sick surprised me. 4. I had heard that James had bought it. 5. We were not sure that it was John. 6. Do you know the man that is riding in that carriage? 7. Henry drew a picture of a house which was standing on a high hill.

246. A declarative clause may sometimes be changed to an indifferent clause by changing the subject from the nominative to the object form when the subject is susceptible of such change, and dropping the connective "*that*," or substituting "*for*" in

its stead, and changing the predicate from the declarative to the indifferent.

Ex.—I wish *that he would go.*—I wish *him to go.* It is impossible *that a man should fly.*—It is impossible *for a man to fly.* I ordered *that they should be released.*—I ordered *them to be released.*

247. A declarative clause may sometimes be changed by dropping the connective and the subject, changing the predicate from the declarative to the indifferent and incorporating it as a member of a compound predicate.

Ex.—The boy studies *that he may learn.*—The boy studies *to learn.* We desired *that we should see them.*—We desired *to see them.*

248. A declarative clause is frequently changed to an indifferent one, by dropping the connective and the subject, and changing the predicate from the declarative to the indifferent which assumes as its subject the antecedent of the subject of the declarative clause.

Ex.—We told the boy *that he should bring flowers.*—We told the boy *to bring flowers.*

TEST EXERCISE.

NOTE.—Reduce the indifferent clauses and members of compound predicates to declarative clauses.

1. For a man to deceive his friend is wrong. 2. It is cowardice for one to shun necessary danger. 3. The court ordered the prisoners to be released. 4. We were very anxious to assist him. 5. We requested him to be silent. 6. We naturally desire evil to be removed. 7. John thought it was wrong for him to take the money. 8. I knew that it was not prudent for me to go. 9. A man to be respected, must be honorable. 10. John desired to be

a lawyer. 11. We spoke to him to bring us some wood. 12. He is old enough to go to school. 13. It is intended to be a book to be used in school.

ELLIPSIS.

248 *a*. **Ellipsis** is the omission of one or more elements of an expression. The element omitted is said to be *understood*, and if required in the analysis of the expression, it must be supplied.

248 *b*. In a simple sentence the elements that may be omitted are:—

1. *The Subject.*

Ex.—Go.= Go thou &c. or Do thou &c. go.

2. *The Predicate, or a part of it.*

Ex.—Who will go? I, or I will.=I will go.

3. *The Predicate Complement.*

1. The Attribute.

Ex.—The hat is William's [hat].

2. The Object.

Ex.—I have Ann's [book].

4. *Prepositions and conjunctions.*

Ex.—Give [to] me some water.
We know [that] we must die.

5. *All or nearly all except the most important part.*

Ex.—Whose hat is that? Mine=It is mine.

249. A compound sentence may be reduced by ellipsis to a simple sentence,—

1. By uniting the predicates, and using the subject but once, when it is common to all the members.

Ex.—Mary sang and she danced.=Mary sang and danced.

2. By uniting the subjects and using the predicate but once when it is common to all the members.

Ex.—Mary sang and William sang.=Mary and William sang.

ABRIDGMENT.

250. **Abridgment** is the reduction of a declarative clause to an assumptive or an indifferent clause, or to a phrase or to a word.

Remark.—It has been seen, under the caption "Change of Structure," how declarative clauses may be changed to assumptive and indifferent expressions, and what effect such change has on the structure of the general expression. The further reduction to a phrase or to a word may also further change the construction of the abridged clause.

Ex.—Our friends *who live in the country*, were here.—Our friends *living in the country*, were here.—Our friends *in the country*, were here.—A man, *who were less diligent*, would fail.—A man, *being less diligent*, would fail.—A man, *less diligent*, would fail.

NOTE.—Declarative clauses frequently, by the omission of the subject and a part of the predicate, have the form of assumptive clauses, which, before they can be analyzed or diagramed correctly, must have the omitted parts restored.

Ex.—While standing on the hillside, his foot slipped.

Here it is plain that the subject of "standing" is not expressed in the sentence. If the ellipsis be restored, the sentence will be, "While *he was* standing &c." This serves to show the difference between *ellipsis* proper and *abridgment*.

SUBSTITUTION.

251. **Substitution** is the exchange of one expression for another having the same, or nearly the same, meaning and construction.

Ex.—He is a man *who should be pitied.*=He is a *pitiable* man.

He *should be praised.*=He *is praise-worthy.*

The writ is *to be returned.*=The writ is *returnable.*

PART III.

Syntax of the Parts of Speech.

Remark. — In the preceding pages expressions of thought have been separated into the elements composing them, and those elements have been treated without any special reference to their etymology. It is now to be seen what relation Etymology sustains to Syntax.

Syntax of Nouns.

252. A Noun in its *Nominative form*, whether singular or plural in number, may be used as,—

1. The **Subject** of a declarative or imperative sentence or clause.

TEST EXAMPLES.

1. John | reads. Ruin | seize/thee!

3. Horses are useful. 4. The birds sing quite joyfully. 5. The boy came quickly. 6. The children obey cheerfully. 7. Heaven be merciful to them! 8. Miss Susie Smith sings sweetly.

2. **Absolute** subject of an *attendant assumptive* clause.

TEST EXAMPLES.

1. James | having called/me, I hastened.

2. Father having written to me, I answered. 3. The order having been given, the men proceeded. 4. Our task being easy, we soon accomplished it. 5. Their duty being plain, they performed it.

3. **Absolute** subject of an *indifferent* clause introduced by "for," or used as object or prepositional complement.

TEST EXAMPLES.

1. For man | to steal,
   a | / \ | is \criminal.

2. bridge | to be burned
   the |
   2. He | ordered / / \

3. war | to close
   3. They | prayed the |
   for | / \

NOTE.— When "for" is introductory to an indifferent clause, it is exchanged for "that" when the clause is converted to a declarative clause. But when "for" is a preposition having the indifferent clause as its complement, it is either retained or understood before the declarative clause to which the indifferent clause may be converted.

4. For a man to injure his friend, is baseness. 5. The command was for the army to begin the march. 6. We expected the jury to acquit him. 7. We had hoped for our friends to come. 8. We looked for the men to appear there. 9. They demanded the prisoner to be executed. 10. It is profitable for men to know their faults.

4. **Attribute** complement in any kind of a sentence or clause.

TEST EXAMPLES.

1. He | is\boy.
   a|
2. x | Be\men.
3. x | To be\men.—
4. x | Being\children.—

5. He was, at one time, an honorable man. 6. To become a lawyer, requires much study. 7. His being an orator, secured his election. 8. His ambition was, to be a king. 9. Be a good boy, John.

5. **Object** complement in any kind of a sentence or clause.

TEST EXAMPLES.

1. We | saw/William.
2. x | See/birds.
   the|
3. x | Writing/letters.—.
4. x | To know/faults—.
   our|

5. He studied astronomy, rhetoric, and geometry. 6. Shut the door, John. 7. Catching wild horses is his occupation. 8. To read good books may be profitable. 9. His having bought the horse was proved. 10. It was wrong for him to take money.

6. **Objective attribute** in any kind of a sentence, or clause.

TEST EXAMPLES.

1. They | made/Edward\king.
2. x | Crown/him\Lord
3. x | Making/man\hero—.
   a| a|
4. x | To elect/Mr. Jones\chairman—.

5. Congress appointed George Washington commander-in-chief of the armies. 6. By appointing him chairman, you did him honor. 7. Having chosen John secretary, I trusted him. 8. We acknowledge ourselves sinners. 9. The pagan makes an idol his god. 10. It is wrong to make a man a hero. 11. By your votes, choose him president.

7. A prepositional complement.

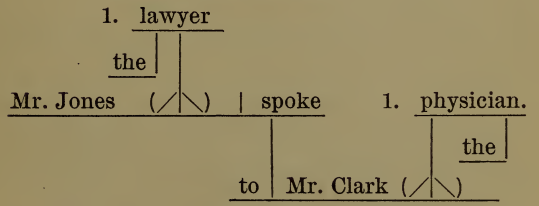
TEST EXAMPLES.

1. We | read
about | men.

2. We went with father from Boston to Dover. 3. The lightning flashed in the clouds. 4. Our friends have returned from the city. 5. They went through the house into the yard.

8. An appositive modifier.

TEST EXAMPLES.



2. Mr. Bayard the statesman is popular. 3. My aunt Mrs. Compton visited her son Joseph. 4. The poet laureate Mr. Tennyson wrote the poem "Enoch Arden."

Remark.—An appositive modifier is often introduced by "of" used as a euphonic word; as, "the city of Boston," meaning "the city Boston."

5. He lives in the state of Ohio. 6. The county of

Fountain, in the state of Indiana, contains large quantities of coal. 7. New York city stands on Manhattan Island, opposite the city of Brooklyn.

Remark 2.—Such expressions as "city of Boston" and "Boston city" may, also, be considered complex nouns, and analyzed as one expression or term.

9. An **ordinary modifier** denoting the material, purpose, or kind of a thing.

TEST EXAMPLES.

1. William | has/pen.

1. gold |

a | |

2. William bought a silver pitcher. 3. John bought a coal bucket, a fire shovel, a water pail, a milk pan, a beer glass, a wash bowl, and a tooth brush at the country store. 4. A steel pen will not last so long as a gold pen.

10. **An attendant element.**

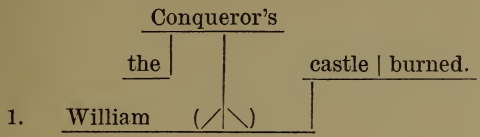
1. By direct address; as, John, come here. 2. By mere exclamation; as, Love! his affections do not that way tend. 3. By pleonasm; as, Absalom, David wept for him.

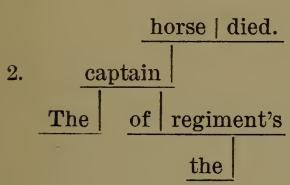
TEST EXERCISE.

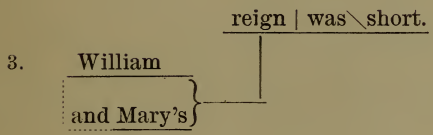
1. Thomas, where did you get those peaches? 2. Beauty, she has but little beauty. 3. Kindness! Your whole course has been one of the most offensive oppression. 4. How big was Alexander, pa? 5. O, Jerusalem, thou that stonest the prophets.

11. Ordinary modifier **instead of the possessive form** when its possessive sign is joined to its appositive or phrase modifier, or to the last of two or more joint modifiers.

TEST EXAMPLES.



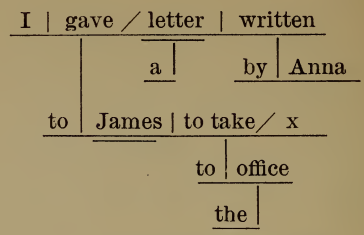




Notice that in all instances under this head the noun is ***entitled*** to the possessive sign, but that the sign is omitted or transferred to some other word for the sake of euphony.

4. John bought his watch at Mr. Lemp the jeweler's store. 5. My brother William's horses have run away. 6. Wright and Sellers' office was thronged. 7. The meeting was held at Reed and Hardy's bank. 8. Victoria the queen of England's assassination has been attempted five times. 9. A great feast was given at the king of Babylon's palace.

12. **Complement** of a predicate or of a preposition, and, at the same time, **assumed subject** of an assumptive or an indifferent clause.

1. 

TEST EXAMPLES.

2. He is a man honored by all. 3. I am acquainted with the man riding that horse. 4. That is a book given to me years ago. 5. We asked the waiter to bring some water. 6. He told John to take the horses home. 7. We saw the boy throwing stones at the birds. 8. The house belongs to the man occupying it. 9. They consulted concerning the means to be used.

13. **Detached,** or elliptical expressions.

1. In titles of books, essays, &c.; as, Indiana Reports, American Law Digest, The Voyage, The Village Smith. 2. In *signs* (business, professional, &c.); as, J. B. Martin, Attorney. 3. Labels, inscriptions, &c.; Poison (on the wrapper). The Deluge (lettered on a vessel). 4. Superscriptions, signatures, &c.; as, George Smith, Dover, Mo. (on envelope): Yours truly, A. Lincoln.

POSSESSIVE FORM.

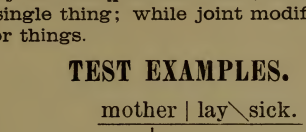
253. A Noun in the *Possessive form*, whether singular or plural in number, may be used as,—

1. An **ordinary modifier** of another expression denoting a different person or thing, to indicate ownership, authorship, agency, or kind.

Remark.—The sign is added to each of two or more nouns thus used as separate modifiers, but to the last only of joint modifiers of the same expression.

NOTE.—Separate modifiers modify like things, and the modified term may, frequently, be omitted after each modifier but the last, and then, if the terms are joined by "and," it may generally have the plural number, though each modifier relates to a single thing; while joint modifiers relate to the same thing or things.

TEST EXAMPLES.



2. Wright and Sellers' office was thronged.

NOTE.—See diagram 3, page 133.

3. John's hat and Mary's bonnet are new. 4. He sells mens' and boys' clothing. 5. Lee's surrender closed the war. 6. Wells's and Steele's Philosophies are school books. 7. He deposited his money at Gish and Nebeker's new bank.

2. **Appositive modifier** of an ordinary modifier denoting ownership, authorship, agency, or kind.

Remark 1.—When the term limited by the ordinary modifier is not expressed, either the appositive or the ordinary modifier, but not both, may, usually, have the possessive sign. But when the term limited by the ordinary modifier is expressed, the sign is usually added to the last word preceding it.

TEST EXAMPLES.

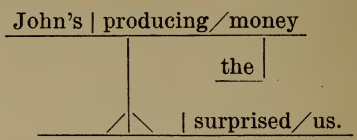
NOTE.—See diagram 1, page 133.

2. That is my brother William's house. 3. Mr. Jones, the lawyer's office is new. 4. That is Mr. Gish, the banker's residence. 5. This was Daniel Webster, the distinguished American statesman and lawyer's creed.

3. **Absolute subject** of an assumptive clause not used as an attendant element.

TEST EXAMPLES.

1.

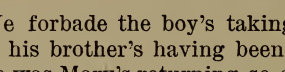


2. We forbade the boy's taking our books. 3. He spoke of his brother's having been here. 4. What surprised me was Mary's returning so soon. 5. Annie's being a fine musician makes her popular.

4. A prepositional complement.

TEST EXAMPLES.

1.



Remark.—"Of" is the only preposition that takes the possessive for its complement. In this use of the possessive there is no ellipsis of the limited term. We should not say "a picture of father's *pictures*," for he may have but the one. But if such an expression were used, would it mean, one of a number of pictures belonging to father, a reprint of one or more pictures belonging to him, or a picture, a *likeness* of him?

2. A friend of my brother's came yesterday. 3. That hat of Jane's is beautiful. 4. That house of Mr. Jones's was built long ago. 5. That speech of Webster's was masterly.

GENERAL TEST EXAMPLES.

Diagram and analyze the following, and parse all the nouns.

1. God tempers the wind to the shorn lamb. 2. Shame being lost, all virtue is lost. 3. It is a disgrace for a man to become drunk. 4. The general ordered the army to

proceed. 5. The merchant desires his business to increase. 6. The lady ordered her carriage to be brought. 7. We asked nothing except for our mother to be well provided with the means of happiness. 8. Truth is the daughter of time. 9. To be a thorough scholar requires diligent study. 10. The offender being a child, the offence was condoned. 11. John went to town to buy provisions. 12. The czar chose his son to succeed him. 13. To consider a man a hero, savors of idolatry. 14. Shakespeare, the prince of dramatists, wrote the play "Hamlet, Prince of Denmark." 15. William Penn the philanthropist and statesman, founded Philadelphia. 16. The market woman sold a dozen eggs. 17. John writes with a steel pen. 18. The lady wore a diamond pin and gold bracelets. 19. Peace, peace! Mercutio, peace! Thou talk'st of nothing. 20. Shylock, but few are so merciless as Shylock. 21. My friend Mr. Jones's mother is sick. 22. The Governor of Indiana's message to the legislature was published in The Sentinel. 23. John's, James's, and Oliver's homes are far away. 24. He was the man to frighten the mob into submission. 25. Tell your brother to bring my book home. 26. They elected James captain to lead them. 27. Washington was a man honored by his countrymen. 28. Did you come in the carriage standing by the gate? 29. We sent for uncle Toby to assist us. 30. Gray hairs are death's blossoms. 31. Will you attend your friend's wedding? 32. Pitt had the king's, as well as the people's, confidence. 33. Are you studying Ray's Arithmetic? 34. The merchant has men's furnishing goods for sale. 35. Cornwallis's surrender was at Yorktown. 36. William and Mary's home is beautiful. 37. The government's engaging in the war arrayed many a father against his son. 38. An opportunity for John's testing his valor had come. 39. The atmosphere's being clear permitted the observer to see small objects at great distances. 40. The atmosphere being clear, I saw the eclipse. 41. These are Cicero's orations, the most eloquent of men. 42. Who discovered America? Answer.—Christopher Columbus.

CORRECT THE ERRORS.

1. Pitt had the king and the people's confidence. 2. James's mother gave Lucy's sister a pair of shoes. 3. Father's having returned, I was allowed to go. 4. Mary's, queen of Scotland, reign was full of trouble. 5. The man's statement was not believed. 6. We did not know of John being sick. 7. Mr. Smith, and Mr. Jones's mothers are old. 8. I was at Dickey's the bookseller's store. 9. It was Young, not Wood's horse. 10. Moore and Byron's poems are greatly admired. 11. Scott and Abbotts biographies of Napoleon differ. 12. John's having finished the letter, I mailed it. 13. No one doubts the speaker being a scholar. 14. Cyrus Field crossing the Atlantic fifty times for aid to lay the cable, is like Columbus importuning the governments of Europe eight years for aid to discover America.

Syntax of Pronouns.

GENDER, PERSON, AND NUMBER.

254. Pronouns capable of denoting gender, person, and number, or either of them, must be so used as to agree with their antecedents in these properties.

GENERAL REMARKS.---GENDER.

1. All the pronouns representing the same thing must have the same gender.

NOTE.—Only personal and possessive pronouns having the third person and singular number can denote gender.

CORRECT THE ERRORS.

1. The monkey tries to imitate his master, and it is successful in her attempt. 2. The wolf, when he saw the gate close behind it, slunk away. 3. In spring the earth clothes itself in green, and bedecks herself with flowers.

4. Death sets its mark upon his victim. 5. Majestic Ocean! how the storm set her raging before the calm lulled it to repose!

PERSON.

2. When pronouns having different persons are used in the same relation, the second person should precede the third, and the first person should be last. But when the speaker confesses a fault, the first person should precede the second, and the second, the third.

Ex.—You and he and I are friends.
I and you and he did wrong.

CORRECT THE ERRORS.

1. He and I and you were playmates. 2. I and she and they have ever been friends. 3. John invited me and her and you to the party. 4. It is neither mine nor yours, nor hers. 5. It was your fault, or his, or mine. 6. It belongs to him, or me, or you. 7. Which hat is the prettiest, mine, or yours, or hers? 3. It was no disgrace to either me, or him, or you.

NUMBER.

3. Two or more singular antecedents joined by "*and*" are represented by a plural pronoun.

Ex.—James and John study *their* lessons.

4. But when singular antecedents are limited by *each*, *every*, or *nor*, the pronoun agrees with them separately.

Ex.—Every tree, and shrub, and plant has *its* season.

5. When the singular antecedents joined by

"*and*" are but different names of the same person or thing, the pronoun must be singular.

Ex.—My old friend and school-mate invited us to visit *him* soon.

6. When two or more things are taken as a whole the pronoun must be singular.

Ex.—Mush and milk is healthful and we like *it*.

7. When the antecedents are emphatically distinguished, the pronoun agrees with the first.

Ex.—The teacher, as well as the pupils, did *his* duty. The pupils, as well as the teacher, did *their* duty.

8. But when the antecedents are referred to conjointly, the pronoun must be plural.

Ex.—John, as well as James, told *their* grievances to *their* father. Not only Jane but Fannie also told *their* mother what *they* saw.

9. When the antecedents have different genders, each may be represented by its appropriate pronoun, or all of them by a plural pronoun.

Ex.—John recited *his* lesson, and Mary, hers.
John and Mary recited *their* lessons.

TEST EXERCISE.

Justify or correct the number of the pronouns in the following.

1. What father or mother does not love their children? 2. No boy or girl should refuse to obey their parents. 3. A brother or a sister should consider their words before they utter them. 4. Both my sister and my cousin are kind to our mother. 5. There is not a lawyer, a doctor, a minister, or an infidel without their enemies and their friends. 6. Each valley, mountain, and plain has their peculiar vegetation. 7. Each man, woman, and child saw

their danger. 8. A poor man, as well as a rich man has his pleasures. 9. The minster as well as his friends, enjoyed himself.

CONSTRUCTION.---NOMINATIVE FORM.

255. I, we, thou, you, ye, he, she, it, they, and who are *nominative forms*, and must be used as,—

1. **Subject** of a sentence or clause having a declarative or imperative predicate.

NOTE.—I, he, she, it, they, and who, are seldom, if ever used with imperative predicates; and thou, you, ye, are oftener omitted than expressed with imperatives, which they follow when expressed.

TEST EXAMPLES.

. I | have come. 2. Thou | hast been faithful.

3. We went to town to consult a lawyer. 4. You have seen trouble. 5. Ye were very highly esteemed. 6. He has ever been honest. 7. She was kind to the afflicted. 8. It greatly pleased the audience. 9. They might have come to help us. 10. Who would believe the man? 11. Come (thou, you, or ye) to the festal board. 12. Blow ye winds of early spring. 13. Turn we from such a scene.

CORRECT THE ERRORS.

1. Me and him are friends. 2. Her and them went to church together. 3. Thee and her must visit us soon. 4. Them are my books, but thee can have them. 5. You and him look alike. 6. I shall not tell whom went with me.

2. Subject of an **attendant assumptive** clause.

TEST EXAMPLES.

1. He | having spoken, multitude | dispersed.

the

2. She being lost, we showed her the way. 3. I turning my head, the ball hit my cheek. 4. They having come near us, we saw them. 5. We must part here, thou going forward, and I returning to my home. 7. It being discovered, we were disturbed no more.

CORRECT THE ERRORS.

1. My being an officer, they dispersed. 2. Her having come, we were soon at supper. 3. Their having congregated for a worthy purpose, the officers protected them from the mob. 4. Your having come so soon, we were not prepared to see you. 5. Whom having been elected, they greeted him. 6. His being a scholar, they trusted him.

3. **Attribute** complement of any kind of a predicate.

TEST EXAMPLES.

1. It | is\I. 2. It | is\he. 3. It | is\they.

4. The boys thought it was I, but it was he. 5. It was known to be they. 6. It being thou, we shall retire. 7. It could not have been she, for it was he. 8. It not being thou, who was it? 9. It was who?

CORRECT THE ERRORS.

1. It was me not, him, nor her. 2. It might have been them, but not thee. 3. It could have been whom? 4. Whom do you think I am? 5. He took it to be me. 6. They took him to be her. 7. Who would have thought that it was them? 8. I would not like to be him, If I could be. 9. We did not think of its being her.

Remark.—Usage is not entirely uniform; many good writers use the object form of pronouns as attribute complements of *indifferent* predicates, but as there is no good reason for such usage, it should not be encouraged.

POSSESSIVE FORM.

256. My, our, thy, your, his, her, its, their and

whose are *possessive forms*, and must be used,—

1. **As ordinary modifiers** denoting ownership, authorship, agency or kind.

TEST EXAMPLES.

1. book | is\new.
   My |

2. house | is\old.
   Their |

3. O, Lord, how excellent is thy name. 4. His father bought a farm in Indiana. 5. Mary asked her mother for a new hat. 6. Whose house is that in which your brother lives? 7. The author revised his book. 8. A meteor whose brilliancy was marvelous, was seen.

2. **As absolute subject** of assumptive clauses not used as attendant elements.

TEST EXAMPLES.

1. My | being\old
   /|\ | secured/confidence.
   their |

2. What caused our uneasiness was your being absent so long. 3. Our having succeeded greatly pleased our friends. 4. His being appointed to the office makes him grateful. 5. Her being a scholar made her welcome. 6. We forbade their being destroyed. 7. We have been anxious for its being recognized. 8. I had no intimation of your having returned. 9. We have just seen the man of whose harboring thieves so much has been said lately.

CORRECT THE ERRORS.

1. I did not think of him going to-day. 2. They heard of us intending to pursue them. 3. We heard of thee being elected. 4. We were surprised at him commanding us to go. 9. We knew of them trying to avoid detection.

Remark.—My is sometimes used in elliptical exclamations expressive of pleasant emotions.

Ex.—Oh! my! is'nt it beautiful?

OBJECT FORMS.

257. Me, us, thee, you, him, her, it, them, and whom are *object forms*, and must be used,—

1. **As object complements** of transitive predicates of any kind.

TEST EXAMPLES.

1. John | saw / you. 2. I | saw / him.

3. John invited you and her and me to the ball. 4. We have some nice apples, but we intend to sell them. 5. Whom did you meet as you came to see us? 6. The boy picked up a stone and, throwing it, hit me. 7. We informed them of who told us.

CORRECT THE ERRORS.

1. Did she choose thou, or he, or I? 2. Have you seen John and I together? 3. Who should I meet but she? 4. We have invited he and she and they. 5. Reprove he that is insolent. 6. We choose ye as our friends. 7. They that are worthy I shall reward. 8. They came to see you and I.

2. **As prepositional complements.**

TEST EXAMPLES.

1. John | went
   with | me.

2. Did you speak to him, or to her? 3. Between him and me there is no dispute. 4. With whom were you talking? 5. I said nothing about thee or them. 6. They spoke falsely concerning us. 7. There are many good people among them. 8. Her mother came with her.

CORRECT THE ERRORS.

1. Who did you go with? 2. Between she and I the difference is great. 3. William wrote to thou and she last week. 4. Let no trouble arise between thou and he. 5. Among ye are many false teachers. 6. He sent his compliments to we and they.

3. **As absolute subjects** of indifferent clauses introduced by the connective "for," or used as object complements.

TEST EXERCISE.

1. We | were\anxious him | to come.
for | (for) /\

2. It is profitable for us to know our faults. 3. For him to bring the books is impossible. 4. We desire her to study music. 5. He permitted me to assist the men. 6. The judge ordered us to be liberated. 7. I thought it to be John. 8. We took them to be strangers to our customs.

4. **As object or prepositional complements and assumed subjects** of assumptive or indifferent clauses.

TEST EXERCISE.

I | saw/him | running
across | fields.
the |

I | saw/her | (to) strike/child.
the |

Remark.—When an expression performs the double office of complement and assumed subjects, it *alone* may

be considered the *primary* complement, and the clause including it as assumed subject may be considered a *secondary* or *extended* complement. Then, in the above, "him" is the *primary* object, and "him running across the fields" is the *secondary* or *extended* object of "saw."

The difference between the absolute and the assumed subject may be seen by expanding the first of the above sentences as sollows:

"I saw him, and or that, he was running etc.," or, "I saw that he was running etc." If the sentence in the diagram means the same as the first of the expanded sentences, and it certainly does, then "him" is the primary object of "saw" and the assumed subject of "running;" but if it means the same as the second expanded sentence, but it does not, then "him" is the absolute subject of "running" and the assumptive clause is the primary object of "saw," and in the diagram should stand on its own base resting upon a support standing upon the extended base of "saw."

3. They elected him to teach them to read. 4. We sent her to school to study music. 5. I have just seen the minister whom the last conference sent to preach to us this year. 6. Do you know them riding in the carriage? 7. We spoke to him standing by the horse. 9. They sent for me to go home.

Remark 1.—*Me* is used in exclamations expressive of strong feeling, sadness, or disappointment: as, O me! ah, me! poor me!

Remark 2.—When "who" or any of its derivations is used to represent two antecedents not used as a compound element, the nominative form must be used if either of the antecedents, were it a personal pronoun, would have the nominative form; otherwise the object form "whom" or its compounds should be used.

Ex. 1.—Invite *whoever* will come. Here "*whoever*" though object complemeut of "invite," is subject of the declarative "will come," hence the nominative form is used.

2. Invite *whomever* you meet. Here "whomever" is object complement of "invite" and of "meet," hence the object form is proper.

Remark 3.—Possessive pronouns which have only the possessive form, those conjunctive, interrogative, and correlative pronouns which have only the nominative forms, and the compound personal pronouns, may be used like the nominative and object forms of the simple personal pronouns.

Ex.—That horse of *yours* is vicious; *mine* gentle, so is *hers*. A boy *that* will steal, will lie. William hurt *himself*.

GENERAL REMARKS.

1. The conjunctive pronoun is frequently omitted.

Ex.—Is that the hat [which] you bought?
Who bought the horse [that] you sold?

2. *That*, as a conjunctive pronoun, is generally used instead of *who*, *whom*, or *which*, after *a*, *all*, *every*, *same*, and *very*; after *adjectives in the superlative degree;* after *who* or *whom* used interrogatively; and after two or more antecedents denoting different kinds of things.

Ex.—*All that* live, must die. He was the *wisest* man *that* ever lived. *Who that* knows, dares not tell? The *men* and the *horses that* you desired are here.

3. A conjunctive pronoun should be placed as near as possible to its antecedent when a different arrangement would cause ambiguity.

Ex.—*Correct.*—A lady lost, in the street, a purse that had a silver clasp.

Incorrect.—A lady lost a purse in the street that had a silver clasp.

4. The same antecedent should not be represented by different pronouns of the same class, though different forms of the same pronoun may be used in the same sentence.

Ex.—Correct.—John, *thou* hast taught many, and *thy* pupils bless *thee.*

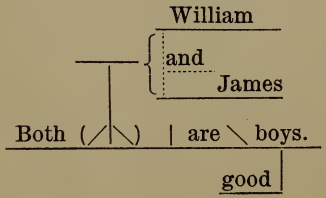
Incorrect.—John, *your* pupils bless *thee.*

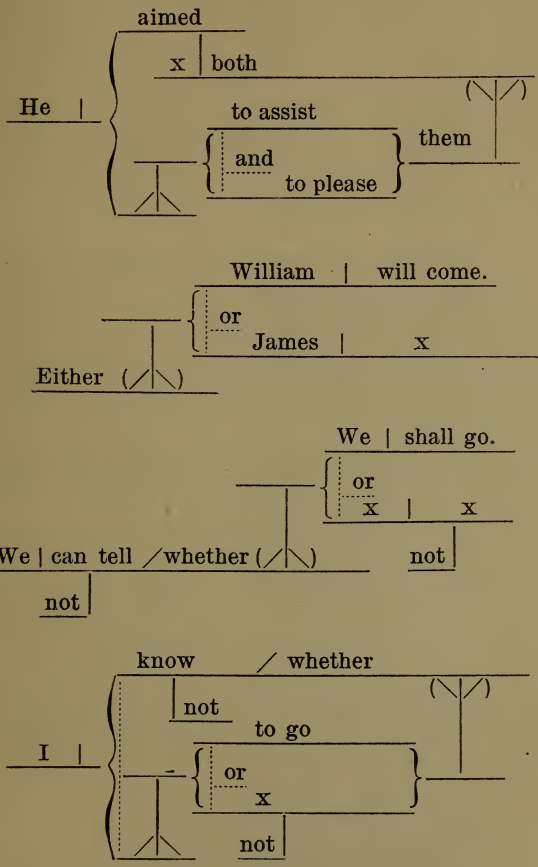
5. The correlative pronouns Either and Neither are often mere fragments of expressions precedent but suppressed that their appositives may receive greater attention. They may then be called attendants to their appositives.

Ex.—Either I will bring it or send it=*I promise that* either I will bring it or send it.

6. The negative term of the antecedent of Whether is generally abridged to "*not*;" and it is sometimes entirely omitted; and frequently the affirmative of another antecedent takes its place.

The following diagrams will serve to show the use and the construction of the correlative pronouns.





NOTE.—Both, either, neither and whether are, by many grammarians, classed with conjunctions.

7. **Avoid** using a pronoun so as to leave it difficult to determine which of two or more expres-

sions is its antecedent. Repeat the expression intended as its antecedent, rather, or quote the speaker's exact words; or recast the sentence.

Ex.—John said that, when he introduced James to William, he told him that he was his friend. Query: Who told,' who was told,' and who was whose friend?

James tried to see William in the crowd, but could not, because he was so short.

8. **Avoid** needlessly using pronouns.

Ex.—It is true what he said. The boy he laughed, the man he scolded, and the woman she cried.

9. **Avoid** using the pronoun *them* for the adjective *those*, and, the pronoun *what* for the conjunction *that*.

Ex.—Give me them marbles. Did you see them fine peaches? We do not know but what we shall go. I cannot believe but what he is innocent.

10. **Avoid** using *that* for *who* or *which* when not restrictive, and a personal pronoun preceded by *and* could be used instead of the conjunctive pronoun.

Ex.—The earth, *that* is a planet, revolves around the sun. Mr. Jones, *that* is one of the trustees, introduced us. Steamships, *that* are a modern invention, make quick voyages.

TEST EXAMPLES

1. Silver is mined in both Mexico and Peru. 2. Both to be rich and to be honest are his earnest desire. 3. Gold is both mined and minted in California. 4. Either John or James will read it to you. 5. I shall either send it or bring it. 6. He could not be influenced by either the entreaties of his friends or the offer of money. 7. Neither Mary nor Susan has come. 8. He possesses neither honor

nor valor. 9. The dog would neither eat the hay nor permit the ox to eat it. 10. The question was whether the tribe should be civilized or exterminated. 11. We could not decide whether to go or not. 12. Whether Lee should continue his invasion of Pennsylvania or Meade drive him out of that state was decided at Gettysburg. 13. Whether to continue to live or to commit suicide puzzled Hamlet.

GENERAL TEST EXERCISE.

Correct the errors and tell why.

1. Jane invited thou and I to visit her. 2. Her and me have long been friends. 3. Was it me who they saw yesterday?. 4. It was not us who they offended, but her. 5. Mother told he and I that us two could go. 6. I had no intimation of him going to-day. 7. We were surprised at you writing so well. 8. We saw his running the horse. 9. Your coming so soon, we are surprised. 10. They succeeding so well we had not hoped for. 11. Some silly people think theirselves better than any one else. 12. John hurt hisself and blamed I for it. 13. We thought it to be him, but it was not him. 14. John supposed thou to be I. 15. It could not have been them that did it. 16. Neither thee nor me saw nicer melons than them are. 17. Whom besides I do you suppose came? 18. I know the way as well as him or her do. 19. Whom do you suppose them to be? 20. I did not think of it being them. 21. Let ye and I be firm in the right. 22. They all came except he who we invited first. 23. It is not right for such as us to be proud. 24. Who is there? Me. 25. Is she as pretty as me? 26. Kindly receive whomsoever may come. 27. Be courteous to whoever you meet. 28. You should repent of thy misdeeds. 29. He is the very man that was here yesterday, and who interested us so greatly. 30. All that go down to the sea in ships, who do business on the great waters, see His wonders which he has made. 31. A cape was found in the street by a boy that was made of silk. 32. A man was run over by the cars last night that was drunk. 33. She is the proudest woman who lives in this town.

Syntax of Adjectives.

258. **An adjective** may be used as—

1. **An ordinary modifier** of an expression denoting a thing or things.

Remark.—It has been seen that the modified expression may be a simple, a complex, or a compound *basis*.

TEST EXAMPLES.

1. A large tree had fallen across the little creek. 2. Light, fleecy clouds floating in the morning wind. 3. Every good and perfect gift comes from God. 4. Night, sable goddess, from her ebon throne enshrouds a slumbering populace. 5. This book is mine; that nice cape is yours. 6. No man has ever known all the physical universe. 7. A strong wind blew from the east. 8. The American people have many peculiar customs. 9. A concealed danger awaited the unwary traveler. 10. The most gorgeous palaces do not secure the greatest happiness. 11. In which house do you live? 12. Fifty dollars is a large sum of money to a poor man.

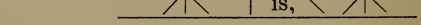
An Adjective may be used as—

2. **An attribute complement.**

TEST EXAMPLES.

1. He | is^{1}\old.

2. x | To be^{2}\contented, x | to be^{3}\happy.



3. This apple is sweet and lucious. 3. Father's house has become old and dilapitated. 5. My esteemed has become rich and influential. 6. Ripening wheat turns golden. 7. The conflict was long and sanguinary. 8. He

who is most prudent, is wisest. 9. Sweet creature, you are witty, and you are wise. 10. Our people are prosperous, frugal, and contented.

An adjective may be used as,—

3. **An assumed attribute.**

TEST EXERCISE.

1. She | is \ lady (1) \ worthy.
   a | of | esteem.

2. David | struck / Goliath (2) \ dead.

3. man | A | x (3) \ diligent
   less |
   would have failed.

4. He was a soldier anxious for distinction. 5. Napoleon became a warrior illustrious for his daring deeds. 6. By practicing crime, he has rendered his feelings blunt and callous. 7. Our friends made us welcome. 8. A person more honest cannot be found. 9. Washington, a man illustrious for his patriotism, was chosen president. 10. We were assaulted by Jesse James, a man notorious for villainy. 11. Ophelia believed Hamlet insane.

DOUBLE CONSTRUCTION.

269. An Adjective may be used as both modifying and representing another expression at the same time; and when so used, it may be—

1. The Subject.
2. The Attribute.

3. The Object.
4. A Prepositional Complement.
5. An Appositive Modifier.
6. An Attendant Element.

Remark 1.—When a descriptive adjective is thus used, it is generally preceded by "The;" as, The *rich* often oppress the *poor*.

Remark 2.—A pronominal adjective thus used is not usually preceded by "The;" as, *This* is my house; *that* is yours.

Remark 3.—An article placed before a pronominal adjective serves to identify what is meant, or to strengthen antithesis; as, The one came; the other remained away. One said no; another said yes.

TEST EXERCISE.

1. The Subject.

1. brave | are \ merciful.

   The |

2. The poor are too often oppressed. 3. The prudent think before they speak. 4. That is a gentle horse of John's. 5. Few shall part where many meet. 6. The few that escaped suffered great hardships. 7. Four of the nine men wore masks.

2. The Attribute.

1. These | are \ few.

   the |

2. They are the poor of our city. 3. It was these that I bought. 4. They who succeed best are the intelligent. 5. This hat is one of several that he showed to me, and the one that I chose.

3. The Object.

1. We | pity/unfortunate.
   the |

2. We love the good and the merciful. 3. God blesses the poor in heart. 4. He will comfort the sorrowful. 5. James gave me two of his marbles. 6. I bought this at the store. 7. They protected the few that survived.

4. Prepositional Complement.

1. We | should be\kind
   to | helpless.
   the |

2. Speak kindly to the the erring. 3. Have no communication with the wicked. 4. Urge no unjust measures against the poor. 5. Forbearance toward the insolent is not a virtue. 6. We should not be envious of the fortunate.

5. Appositive Modifier.

1. brave
   the |
   They (/|\) | deserve/encouragement.

2. She, the beautiful, is dead. 3. We will shield them, the weak, from harm. 4. Let us give thanks unto him, the Merciful. 5. We will praise him, the Omnipotent.

6. Attendant Element.

1. proud, they | shall be made\humble.
   The |

2. The meek, God will bless them. 3. The poor in heart, they shall see God. 4. The departed, we see them in our

dreams. 5. My beloved, be cheerful. 6. Our dead! where are they?

GENERAL REMARKS.

1. An adjective which is variable in form to denote number, should agree in this property with the sense intended.

Ex.—*This* kind, not, *these* kind.

2. In comparison of equality, the diminutive or the positive degree of the adjective preceded by As, So, Such is used before the first term of the comparison, and the second term is introduced by As. Inequality is also denoted by using Not before the first term.

Ex.—William is as tall as his father [is tall]. Jane is not so prudish as Mary [is prudish]. We like such public men as Washington.

3. In comparison of inequality the first term requires the comparative degree of the adjective, and the second term preceded by *than*, the positive degree of the adjective.

Ex.—John is taller than James [is tall]. Jane is good, but Mary is better [than she is good].

4. When adjectives of different comparisons relating to the same expression are used, all may have the compound comparison, and the sign *more* or *less*, *most* or *least* may be omitted before all but the first; as, I never heard a more eloquent, able, and popular speaker.

NOTE.—Both comparisons should never be used with the same adjective at the same time. Say sweeter, or more sweet, not more sweeter; sweetest, or most sweet, not most sweetest.

5. When ordinals are used with cardinals, the former should generally precede the latter; as, The first two books; the second four men.

6. A definitive adjective should be repeated when its omission would occasion ambiquity or obscurity; as,

Jane has a red, a white, and a pink rose. That bay, that black, and that gray horse are John's.

7. *A few*, and *a little* are opposed to *none; few* to *many*, and *little* to *much*.

Ex.—A few came though few were invited. We saved *a little* money, though it was but *little* we received.

8. Adjectives should be so arranged as clearly to designate the sense intended.

Ex.—Ladies' kid gloves, not kid ladies' gloves. Men's fine boots, not fine men's boots.

9. When *this* and *that*, *these* and *those*, *the one* and *the other* refer to expression previously used, *this*, *these* and *the other* refer to the last mentioned, and *that*, *those*, and *the one* refer to the first mentioned.

Ex.—The good and the vicious are to be found in every community; this should be shunned, and that encouraged. Copernicus and Ariosto were contemporaries; the one a German philosopher, the other an Italian poet.

10. Choose such adjectives as indicate the idea intended; avoid such as repeat or exaggerate it, and do not use them needlessly.

Correct the following.

Ex.—It was a magnificent peach. 2. It was enjoyable fun. 3. It is a general and universal truth. 4. It was a tremendous dew.

11. AVOID using an adjective as a modifier of only another adjective when the modified adjective does not have the double construction.

CORRECT THE ERRORS.

1. I am exceeding glad to see you. 2. Mother is tolerable well. 3. It was an extreme cold day. 4. The chasm was awful deep. 5. The sun shone terrible hot. 6. A tremendous heavy rain fell yesterday.

GENERAL TEST EXERCISE.

Correct the errors and tell why.

1. I do not like those sort of people. 2. These molasses is very pretty. 3. John is only five feet high, and James is so tall as he is. 4. Willy is three years old, and Annie is not so old. 5. Mary and Jane are pretty, but Jane is the prettiest. 6. Susan is more handsomer than her sister. 7. The younger of those three trees is thriftiest. 9. The serpent was the most cunning of all the other beasts. 10. Bring me the two first books that you buy. 11. Have you read the four last pages? 12. Did you see the white and black bears at the show? 13. There is a difference between the red and white rose. 14. The lion, as well as tiger, is in its cage. 15. The right and left hand differ. 16. The east and west lines extend north and south. 17. The equator separates the northern and southern hemispheres. 18. It rained so constantly yesterday that a few visitors came. 19. We saw a white and blue crane flying. 20. John bought a dried box of herrings. 21. Jane has less friends than Mary has. 22. John has the roundest ball I ever saw.

Syntax of Verbs.

260. Every verb, or verb-group is a predicate or predicative complement of its absolute or assumed subject expressed or implied.

SUBJECT FORMS.

Remark.—Let it be remembered that only declarative verbs have any Special Subject Forms, and that they can be used only *alone*, or as the first verb of a declarative verb-group, and it will be seen that Subject Forms can be applied only to these verbs.

261. **I Am, Was, Were, Be.**

In general, when a personal pronoun of the first person singular number, not used as a mere word,

is the subject or the antecedent of the subject,—

1. **Am** is used in affirming and conceding a fact as unfinished at the time it is used; as, I am old if I am little. Do you blame me who am your friend?

2. **Was** is used in affirming and conceding a fact as finished at the time of using it; as, I *was* not bad if I *was* there. Why did you impose upon me who was your friend?

3. **Were** is used to imply a denial of the present existence of a hypothetical completed fact; as, If I *were* old enough, I would vote. *Were* I rich I would be happy.

4. **Be** is used to imply a denial of a hypothetical unfinished fact; as, If I *be* guilty, why am I not arrested?

NOTE.—***Am*** and ***Be*** are also used to denote what may be a future fact; as, If I ***am***, or ***be***, here next week, I shall see it.

FIRST SPECIAL.

262. When *thou* is the subject or the antecedent of the subject, and not both *doubt* and *futurity* are implied by the Imperfect Tense of the verb or verb-group; or not both *doubt* and *present time* are implied by the Perfect Tense, the First Special Subject Form must be used.

Ex.—Thou who *hast* ever been my friend *art* still my chief delight.

SECOND SPECIAL.

263. When the subject is third person singular number and not both *doubt* and *futurity* are im-

plied, the verb or verb-group must have the Second Special Subject Form.

Ex.—John *walks* to school every day, but Mary *rides* on the street-car. If Mary *rides*, she surely *arrives* there earlier than John, if she *starts* when he *starts*.

Remark 1.—Each of two or more singular subjects limited by *each*, *every*, or *no* must be considered separately, as the subject, though connected by *and*.

Ex.—Each man, woman, and child *is* mortal. Every season, day, and hour *brings* joy to some and grief to others. No bribe and no threat *influences* him.

Remark 2.—When two or more singular subjects connected by *and* are but different names of the same thing; or when two or more things are thought of as a whole, the subject should be considered as singular.

Ex.—My friend and school-mate *is* here. The *hue and cry* (noise) of the mob frightens us.

Remark 3.—When a *word* as such, a *phrase* or a *clause* is the subject, it should be considered as singular.

Ex.—*They* is a pronoun. *To go to Europe*, has been my desire for a year. *That John should have been here* surprised me.

GENERAL SUBJECT FORM.

The General Subject Form of verbs and verb-groups should be used,—

1. When a single subject indicates more than one thing; as, Men *have* rights.

2. When two or more subjects denoting different thing are taken conjointly; as, John and William are brothers.

3. When there is no Special Subject Form for one or more singular subjects taken separately; as, Each man, woman, and child *can read*.

4. When both doubt and futurity are implied by the Imperfect Tense; and both doubt and present time by the Perfect Tense; as, If he *go* to the city he will find employment. If thou *loved* him as I do, thou couldst not speak so of him.

Remark.—Under the fourth specification, "*Thou*" takes *wert* instead of *were*; as, If thou wert honest thou wouldst pay me, for thou art rich.

Remark 2.—ARE always requires a plural subject, or *you* used as its subject or the antecedent of its subject.

GENERAL REMARKS.

1. A collective noun in the singular, is singular in thought when the collection as a whole is referred to; but, plural in thought when the individuals of the collection are referred to; as, The jury *has* found him guilty. The jury *have* not agreed upon a verdict.

2. When two or more subjects are connected by "or," or "nor," the verb agrees with that which stands nearest to it; as, Neither you nor he *is* satisfied. Neither he nor they are contented. John or I am blamable.

NOTE.—The pronoun Either or Neither takes the person and number of the last term of its antecedent.

3. When one of the subjects is affirmative, and the other negative, the verb agrees with the affirmative; as, The teacher, not the pupils, *is* mad. The pupils, not the teaher, *are* blamable.

4. When some of two or more subjects are distinguished by "as well as," the verb agrees with that or those not so distinguished; as, He, as well as they, *is* here. They, as well as he, are here. As well as I, thou *art* here. He or she, as well as father and mother, *has* come. Father and mother, as well as he or she, *have* come.

5. When two or more subjects connected by *and* follow the predicate, they may be made emphatic by making the verb agree with the first; as, There *is* William and John and James.

GENERAL TEST EXERCISE.

Correct the errors and tell why.

1. Young's Night Thoughts are his most celebrated work. 2. Either you or I are right in this. 3. John, together with his mother, are here. 4. The humblest laborer, as well as the wealthiest men, have certain rights. 5. One or the other of you have wronged me. 6. Victuals are a common noun. 7. Politics are to be discussed at the meeting. 8. The committee have decided the question. 9. Neither you nor he have done right. 10. Two month's rent are now due. 11. Not eloquences, but proofs establishes a fact. 12. Every book and every paper are in its place. 13. The council is divided in their opinions. 14. John in company with Mary and Julia, have been visiting their friends in Boston. 15. William and his sister goes to school. 16. Books, and not pleasure, entices him to go. 17. Therein consist the life and beauty and power of declamation. 18. Mush and milk as a diet are good. 19. Three-fourths of my land are hilly. 20. One-third of these twelve boys is idle. 21. Three hours are a long time to the impatient. 22. John, Mary, and Susan were there. 23. If it rains to-morrow we cannot go. 24. If John comes in time next week, we shall go. 25. If I was rich I would help you. 26. If thou wast prudent no harm could happen thee. 27. Wast thou more amiable, more would love thee. 28. If I am not detained to-morrow, I shall go to Boston. 29. If I was rich as thou are I would travel. 30. Was he as poor as I be, he would not be so proud as he be now.

CONJUGATIONS.

264. Active and neutral subjects require their predicates to have the Germanic, or the Progressive Conjugation; as, John reads. He is reading. She might have read. She might have been reading.

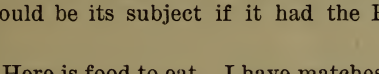
265 Passive subjects require their declarative and imperative predicates, and usually their assump-

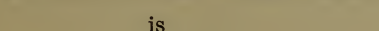
tive and indifferent predicates, to have the Passive conjugation; as, James *was elected* by the people. *Be advised* by me. The boy *being punished* by his teacher deserves *to be punished.*

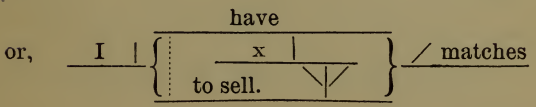
Remark 1.—The Perfect assumptive as predicate, though having the Germanic conjugation, always relates to a passive subject; as, Garfield, *loved* by many, *honored* by all, is dead.

Remark 2.—An indifferent predicate having the Germanic conjugation may sometimes be considered as used instead of the Passive conjugation having an assumed passive subject; or it may be considered as a prepositional complement and a part of a compound predicate whose object would be its subject if it had the Passive conjugation.

Ex.—Here is food to eat. I have matches to sell.







Remark 3.—It often seems difficult to determine whether a word having the form of the perfect assumptive verb is the verb complement of a passive conjugation, or a verbal adjective used as the attribute complement. In general, in such instances, if a prepositional phrase consisting of "by" and its complement denoting the agent, is required by the sense; or if, when the conjugation is changed to the Germanic, the passive subject of the verb-group, becomes the object of the complementary word,

such word is a verb-complement; otherwise it is attribute complement.

Ex. — "He is contented." Here the prepositional phrase is inadmissible, hence *contented* is a verbal adjective used as the attribute complement, and not the perfect assumptive used as verb-complement.

"He is loved." Here the prepositional phrase is not only admissible but implied, hence *loved* is a verb-complement, and *is loved*, the passive conjugation.

4. Choose verbs that state the idea intended.

(Correct the following.)

1. I expect he is rich. 2. The sun was setting. 3. Set down on the chair. 4. He sat the basket on the table. 5. I suspect the house is new.' 6. I laid down on the ground. 7. He lays on the bed sick. 8. He raised up and looked around. 9. He lay the stick on the bench. 10. The teacher learned me to write. 11. Jane loves candy. 12. Mother enjoys very poor health. 13. The doctor hopes to effect a cure.

5. AVOID using *to* alone for the indifferent verb or verb-group.

Ex.—I have not written to him, and I do not intend to. He promised to pay me, and he ought to. I did not go, because I did not want to. Strike, if you dare to.

6. AVOID improperly using the passive conjugation for the Germanic.

Ex.—The evening was come when we were arrived at home, and the family were retired to their rest. The hour for this trial is arrived.

7. AVOID inelegantly using assumptive verbs for indifferent verbs.

Ex.—He neglected learning his lesson. They failed keeping their promise. No one likes being imprisoned. Going to church is no evidence of goodness.

TENSE.

266. Care should be taken to use that tense of a verb, or verb-group, which will most clearly indicate the relations, as to time and condition, of the facts predicated.

REMARKS.

1. The imperfect tense of the declarative verb is used to express,—

1. What is actually taking place; as, I *see* a bird. We *know* the sun *moves*.

2. What frequently or habitually takes place; as, John *walks* to school every morning.

3. What is to take place, (used instead of *shall* or *will* in the *can-group*); as, James *starts* to Boston next week.

4. What is *conceived as taking place*, whether it has already taken place, is to take place, or is merely hypothetical; as Pocahontas *rushes* forward, *throws* herself between the executioner and the prisoner, and *implores* the king to save his life. The day of judgment has come; the great trumpet *sounds*; the dead *arise* and *walk;* the wicked *wail* and *gnash* their teeth, and the redeemed *sing* and *praise* the Lord.

5. What is true at all times; as, He said that the earth *is* a sphere; that it *rotates* on its axis, and that it *revolves* around the sun.

2. The perfect tense of the declarative verb is used to express,—

1. What was actually completed in past time; as, John *walked* to town yesterday.

2. What is conceived as completed and so still existing; as, If he *were* rich he would pay you. If he *loved* you now he would not treat you so.

3. The imperfect assumptive is used,—

1. To express an assumed fact as progressing at the time referred to; as, The boy *running*, stumbled.

2. As verb-complement in the Progressive conjugation; as, I am *writing*.

4. The perfect assumptive is used,—

1. To express an assumed fact as completed, and as completed still existing at the time referred to; as, Mr. Jones, *honored* and *esteemed* by many, is sick.

2. As verb-complement of *have* in any of its forms, and, in the passive conjugation; as, have *seen*, had seen; am seen, to be seen, might have been seen.

5. The uses of the imperfect and the perfect tenses of the verb-groups are too various to be given in this work. Their applicability can best be determined by attending to the sense intended to be expressed.

6. AVOID using the indifferent Have-Group in the double constructions of the indifferent clause.

Ex.—I expected to have seen you. He hoped to have won the highest honors. She intended to have written to me. John had been expected to have written to us. They promised to have visited the city.

7. AVOID improper contractions; as, *it's* for *it is*, *aint* for *is not*, *haint* for *have not*, *'taint* for *it is not*, etc.

Ex.—It's very nice. I aint going. 'Taint any use to try. John haint any more marbles. He aint a good boy.

8. AVOID using *of* for *have* in verb-groups.

Ex.—He might of written to me. If he had of come, I would of gone with him.

TEST EXERCISE.

Correct the errors.

1. I see the man yesterday. 2. I have heard Mr. Beecher preach last summer. 3. The teacher says that the

air is elastic. 4. He said that the earth was a sphere. 6. They continue with me three days already. 7. I shall be there when you shall have arrived. 8. I have now been writing to a friend whom I have wished to have seen. 9. I have been waiting until my friend comes. 10. Studying law at Ann Arbor, he established himself as an attorney at Columbus. 11. Having esteemed himself thoroughly qualified for the position, he accepts it. 12. John had expected to have gone on yesterday. 13. I should have thought that you will come next week.

Syntax of Prepositions.

267. The preposition and its complement form a phrase usually related in sense to some other expression which it modifies.

Ex.—John went *with his father to Boston.*

GENERAL REMARKS.

1. The preposition usually precedes its complement; but it sometimes, usually inelegantly, follows its complement.

Ex.—Compare, "He is a friend *in whom* I have great confidence" with, "He is a friend *whom* I have great confidence *in.*

NOTE.—***That*** as a conjunctive pronoun, always precedes its preposition; as, All ***that*** we hoped ***for***, has passed away. The man ***that*** we confided the matter ***to*** has disappointed us.

2. It is frequently convenient, though sometimes inelegant, to use the same expression as complement of two or more prepositions, or as both a prepositional and object complement.

Ex.—I am acquainted *with*, and have great respect *for* your *friend.* We *know*, and confide *in Mr. Johnson.*

3. The preposition is generally omitted when its complement denotes that *to which*, *of*, or *from which*, or *for which* something *is* or *is done*, and precedes the object complement; when its complement follows *like*, *unlike*,

near, or *nigh*; when its complement is a noun denoting *time*, *distance*, *direction*, *measure*, or *value* and is used after a verb or an adjective; and when its force is implied but its use would be inelegant.

Ex.—John gave [to] me a new book. I asked [of] or [from] him a favor. Jane bought [for] me a red rose. We stood near (to or unto) him. It was not like [unto] him to weep. We went [toward] north [for] five miles [on] yesterday. They came [for] to see us.

NOTE.—It is inelegant to use the preposition immediately before an indifferent predicate.

4. A preposition that is common to two or more complements generally may be used before the first only; but sometimes it may be advantageously repeated.

Ex.—*In* their *dress*, their *table*, their *houses*, their *furniture*, the favorites of fortune united every comfort *of* convenience, *of* elegance, and *of* splendor.

5. The complement of a preposition is sometimes omitted.

Ex.—He is not a fit person to associate *with* (with *whom* to associate).

6. A preposition may take as its complement a word, a phrase or a clause.

Ex.—John came *with me* from beyond the river [for] that he might see the city.

7. The preposition is sometimes incorporated with its complement, and the word so formed may generally be considered an adverb.

Ex.—He fell *asleep*. Come *aboard*. *Thereupon* we started.

8. When a prepositional complement becomes the passive subject, the preposition is generally retained with the predicate.

Ex.—William was spoken *to*—called *for*—laughed *at*—thought *of*, etc.

NOTE.—When a prepositional complement becomes the passive subject of a declarative or an imperative predicate, it

must have the nominative form, though it remains in sense the complement of its preposition which, in the diagram, stands without a complement; and the active subject if retained becomes a prepositional complement.

Ex.—They laughed *at him.*=He was laughed at by them.

9. A prepositional phrase should be placed as near as possible to the expression it modifies.

Ex.—Proper.—His desire *for distinction* was strong.

Improper.—His desire was strong *for distinction.*

10. What particular preposition should be chosen depends upon the complement to be used and the expression to which the phrase is to relate in sense.

Ex.—To fall *into* a pit—*upon* a foe—*from* a height—*to* the *ground*—*against* a wall—*by* violence—*within* a day—*with* pain.

NOTE.—Different prepositions combining with their complements, express meanings so diverse, and often so delicate in their shades of distinctions, that a just discrimination in selecting them can be acquired only by an extensive and attentive study of prepositional phrases as used by reputable authors. While it is true that some words are usually accompanied by certain prepositions, and that certain prepositions usually occur in similar expressions, to assert this usage to be invariable is not the province of any grammarian.

11. The following are a few of the words that are usually accompanied by the prepositions given here with them. Form short sentences containing each of the words, and combine its associate preposition with an appropriate complement, and note the difference of the phrases in sense:

Abide *at*, *by*, *with;* abhorrence *of;* accommodate *to*, *with;* accord *with;* accuse *of;* acquit *of;* adapt *to;* agreeable *to*, *with*, *among;* advantage *of*, *over;* angry *at*, *about*, *with;* anxious *about*, *for;* argue *against*, *for*, *with;* arrive *at*, *in;* attend *on*, *upon*, *to;* ask *of*, *for*, *after;* believe *in*, *on;* beguile *of*, *with;* betray *to*, *into;* boast *of;* call *at*, *on;* change *for*, *to*, *into;* charge *for*, *on*, *to*, *with;* careless *of*, *about;* communicate *to*, *with;* compare *to*, *with;* consist *in*, *of;*

defend *from*, *against;* die *by*, *for*, *of;* differ *from*, *with;* disappointed *in*, *of*, *by;* familiar *to*, *with;* glad *at*, *of;* impatient *for*, *of*, *with;* influence *on*, *over*, *with;* insensible *of*, *to;* intrude *into*, *upon;* live *at*, *by*, *in*, *on*, *with;* marry *to*, *with;* need *of;* obliged *to*, *for;* rule *over;* sick *of;* sit *in*, *on*, *upon;* true *to;* vest *in*, *with;* worth *of;* yearn *for*, *toward*.

NOTE 1.—***Among*** or ***amongst*** is generally used in preference to ***between*** or ***betwixt***, when reference is had to more than two things or aggregates, or when different things are thought of as forming a collection.

Ex.—The three divided the money *among* themselves.

NOTE 2.—***Between*** or ***betwixt*** is generally used instead of ***among*** or ***amongst*** when but two things or aggregates are referred to, or when each of several things is thought of with reference to the one next to it.

Ex.—I divided the money between the two boys who swept the spaces between the benches. When they built their houses, now more than a thousand, ample space was left between them.

NOTE 3.—***Into*** implies ***from without to within***, and is used after verbs, denoting entrance.

Ex.—He came *into* the field and labored *in* it. He put money *into* his purse, but he can not keep money *in* it.

TEST EXERCISE.

Correct the errors.

1. This book is different to any one you have. 2. If he did not differ from me we could not agree. 3. I differ with him in personal appearance. 4. John is sick with a fever, and he may die during the day. 5. James divided his cake between his five brothers. 6. Here are rows of chairs with spaces among them. 7. Between the many books, I have selected one. 8. The bird flew in the house at the door, and out by the window. 9. The boy climbed onto the fence, and fell on the ground. 10. My friend is in need for money. 11. I was followed with a crowd of rude boys. 12. He lives in Boston, on No. 28, in Pearl street. 13. I received a letter, but was disappointed of it. 14. He was charged of stealing a horse, but he was inno-

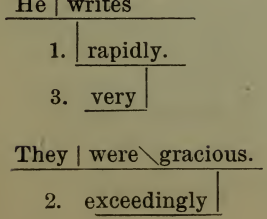
cent of the matter. 15. He was innocent of taking the horse, but the jury believed him guilty in stealing it. 16. He should profit from the example of others. 17. I was angry with the man from his remark. 18. You can confide on a true friend. 19. We arrived to Rochester within last Saturday. 20. His misfortune has plunged him in poverty. 21. Jane spends much of her time with reading novels. 22. They went at work, for they are dependent on their own earnings. 23. They remain hard to work all day, but come home on the night. 24. I can make no diminution in my expenses. 25. Do not depart out of the path of virtue. 26. The boy got down off of the desk. 27. Our country is now independent from England. 28. During the last five years his house was burned. 29. Poverty is attended with many inconveniences. 30. I shall correspond to my sister while I am absent.

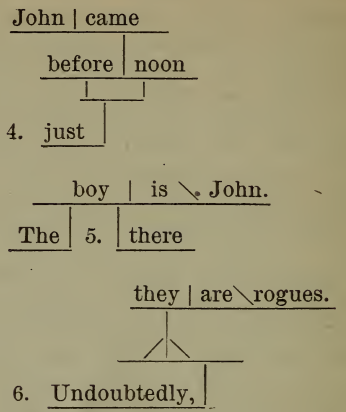
Syntax of Adverbs.

268. **Pure Adverbs** are generally used as **modifiers.** They may modify—

1. A verb or verb-group.
2. An adjective however used.
3. Another adverb.
4. A prepositional phrase.
5. A noun, by abridgment.
6. An entire expression.

TEST EXERCISE.





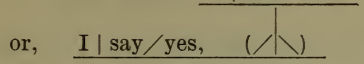
7. They live economically and happily. 8. The mystery will soon be explained. 9. The man instantly turned around. 10. A very old man piteously asked me for bread. 11. An exceedingly beautiful prairie lay before us. 12. Henceforth, let no man fear God's forsaking us. 13. I will not be unjust to the very poor. 14. We traveled nearly across the continent. 15. He lives just beyond the hill. 16. The man yonder told us the news. 17. Doubtless, ye are the people. 18. Why are you so sad and disconsolate?

269. **A Pronominal Adverb** is generally used as an **attendant element,** and the expression for which it stands may be considered, when expressed, as its appositive modifier.

NOTE.—The pronominal adverb has a similar construction to that of ***either*** or ***neither*** frequently, and may be considered as a remnant of an expression; as, Can you write? Yes—I say ***yes;***—I say ***yes,*** I can write.

TEST EXERCISE.

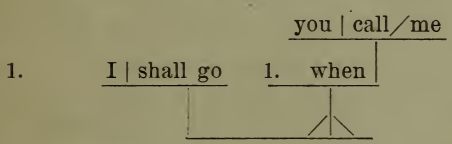
1. Can you write? Yes. or, Yes, (/|\)



2. Have you seen Jane lately? No. 3. Yes, I have seen your father. 4. Yea, hath God said ye shall not eat of every tree of the garden? 5. Nay, do not do that. 6. Thine is the kingdom, and the power, and the glory forever. Amen.

270. **A Conjunctive Adverb** not only introduces a clause used as a modifier, but also modifies some part of the introduced clause.

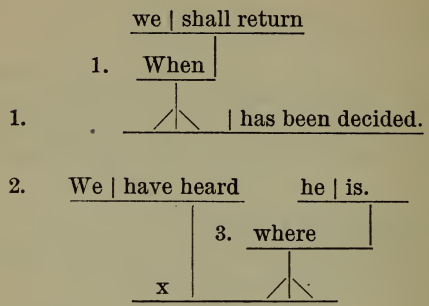
TEST EXERCISE.



2. We shall miss her when we gather round our blazing hearths at night. 3. I can not leave home while mother is sick. 4. Go not where questionable pleasures entice thee. 5. Where your treasure is, there will be your heart. 6. It is home where the heart is, wherever that may be. 7. While walking in the garden I gathered some flowers. 8. Their rich, clustering locks, untouched by care, were bowed, as flowers are bowed with night, in prayer. 9. Whenever I hear that song, I think of home. 10. Wheresoever I shall roam, I shall remember you.

271. A Conjunctive **Pronominal Adverb** not only serves as a primary principal element, or prepositional complement, but modifies some part of the clause it introduces as an extended or secondary element or complement.

TEST EXERCISE.



3. How he succeeded is not yet known here. 4. Why he did it must remain a mystery. 5. How soon the world will end, is not known by men. 6. It is yet to be determined when I shall return. 7. The question is how we shall proceed. 8. We hastened to where the accident happened. 9. They spoke of how it might have been done. 10. Ye know not whither the wind cometh nor whither it goeth.

GENERAL REMARKS.

2. An adverb is sometimes used as an attendant element to introduce an expression, or to assist the emphasis on some part of it.

Ex.—*Now*, Peter swore terribly. *Then*, I am wronged. *Why*, *even* she married with my uncle. *Well*, what have you done to-day?

2. *There* is frequently used as constructive or euphonic subject, the real subject following the predicate.

Ex.—*There* were *giants* in those days. *There* followed him great *multitudes*.

3. *How*, *when*, *whence*, *where*, *whither* and *why* are frequently used to introduce and indicate interrogatories.

Ex.—How old are you? When will you come?

Where have you been, whence came you, and whither are you going? Why did you come?

4. AVOID using adverbs as adjectives, and adjectives as adverbs.

NOTE.—It is sometimes difficult to determine whether to use an adverb or adjective after certain intransitive predicates. In such cases, use an adjective when the idea relates to the subject, and an adverb when the idea relates to the predicate; as, He arrived *safe*. He came *safely* through the camp.

Correct the errors.

1. The fields look beautifully in the spring. 2. Velvet feels smoothly. 3. You ought to esteem your position higher. 4. The music was scarce audible. 5. He reads rapid. 6. We walked silent through the hall. 7. I was that happy I could have shouted. 8. The crops look more favorably this year.

GENERAL TEST EXERCISE.

1. One should ever act prudently. 2. Merrily rings out their childish glee. 3. He vainly tried to escape. 4. They marched by precisely at noon. 5. Yea, have we not shown thee kindness? 6. Surely, goodness and mercy shall follow me. 7. Have you read the last paper? No. 8. Jane left just before you came. 9. When the smoke cleared away we saw how terrible the charge had been. 10. Do you know where Mr. Smith lives? 11. They told us how tall the man was. 12. He speaks, as he writes, carefully and accurately. 13. Well, I see you have soon finished your work. 14. We often find difficulties where we least expect them. 15. Why was the treaty broken so soon? 16. The sick were kindly attended. 17. There have been many changes there.

Syntax of Conjunctions.

272. **A Conjunction,** or a **Conjunctive Phrase** introduces, or both introduces and joins

an expression to a preceding expression of the same sentence.

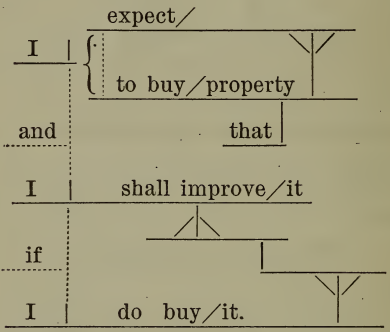
Ex.—John *and* James have returned, *but* William remained in town.

REMARKS.

1. The order of arrangement of the expressions is frequently inverted, so that two conjunctions stand together.

Ex.—I expect to buy that property, and, if I do buy it, I shall improve it.

NOTE.—In the diagram the expressions must stand in their natural order.



2. The conjunction is frequently omitted when its force is apparent, and it is easily supplied.

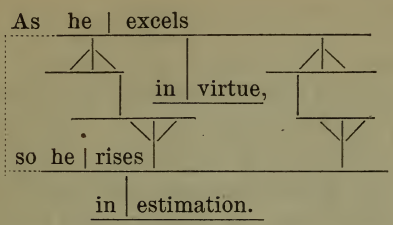
Ex.—God is good[,] merciful[,] forbearing[,] just; His greatness fills space[,] time[,] eternity.

3. Conditional clauses are frequently so constructed as to obviate the use of a conjunction to join them.

Ex.—Were he honest, he would pay me. Had I seen him, I would have warned him.

4. Some conjunctions introduce clauses mutually dependent.

Ex.



5. In expressing a comparison the conjunction As introduces a clause or a remnant of it correspondent to the adverb *as* or *so;* the conjunction That introduces a clause correspondent to the adverb *so;* and the conjunction Than introduces a clause or a remnant of it correspondent to an adjective or an adverb having the comparative degree of comparison.

Ex.—John is *as* old *as* James is. The bush is not *so* tall AS the tree is. Pompey was not *so* great a man AS Cæsar. The hill is *so* steep THAT we could not climb it. James is *older* THAN William.

6. Two conjunctions are frequently used with the same expression.

Ex.—That the earth is a sphere, *and that* it rotates on its axis are conceded facts.

7. *Or* and *Nor* are sometimes used instead of *Either* and *Neither*.

Ex.—"*Or* I shall live your epitaph to make, or you survive when I in earth am rotten." "*Nor* steel nor poison can touch him further."

GENERAL TEST EXERCISE.

1. His crime has been discovered and he must flee. 2. He refused the crown, but he desired it. 3. You must eat or you will die. 4. Though he slay me, yet will I trust him. 5. Because he is rich, therefore he is insolent. 6. If thou seekest knowledge, then thou shalt find it.

7. She is as modest as she is beautiful. 8. A hill is not so high as a mountain. 9. He was so feeble that he had to be helped. 10. He has no other ambition than to be good. 11. Jane is taller than Mary. 12. I will attempt it, though I do not hope to succeed. 13. I will try, and if I succeed, I shall so inform you. 14. That the sun is larger than all its planets, and that it gives light to them, are facts. 15. There is nothing either good or bad but thinking makes it so. 16. Neither would the dog eat the hay or let the ox eat it. 17. The war decided whether slavery should remain a part of our governmental structure or not. 18. Both the ties of consanguinity and the dictates of sound policy were disregarded. 19. And, behold, it was no other than he. 20. For a man to be selfish is mean.

INTERJECTIONS.

273. **Interjections,** as such, can not enter into relation with other expressions. They are, therefore, **attendant elements.**

Ex.—*Alas!* she was dead! *Oh!* how sad!

Remark.—Other parts of speech may be used, in exclamation, like interjections.

Ex.—What! might he be mistaken? O, woe! I have no friends.

TEST EXERCISE.

1. Ah, my information was true. 2. Alas! they stoned him to death. 3. Pshaw, John, you know that is wrong. 4. Hurrah! the right has prevailed. 5. Ah, me! but you can prove nothing. 6. O, let me live to undo the wrong I have done.

PART IV.

Rhetorical Division of Sentences.

274. Simple, complex and compound sentences, considered as single and distinct expressions, with reference to their effect on the understanding, are divided into five kinds or classes, namely, **Assertive, Interrogative, Optative, Mandatory** and **Exclamatory.**

275. **An Assertive Sentence** is one of which the general effect is affirmation or negation.

Ex.—John reads. Pompey waged more wars than others had read of; conquered more provinces than others had governed; and he had been trained up, from his youth, to the art of war; not by the precepts of others, but by his own commands.

276. **An Interrogative Sentence** is one of which the general effect is an interrogation.

Ex.—Have you seen John since he returned? How old was Columbus when he discovered America?

277. **An Optative Sentence** is one used to express a wish, usually without naming the wisher.

Ex.—May you have health and happiness. Ruin seize thee, ruthless king. God pity the poor this stormy night. "Let there be light."

278. **A Mandatory Sentence** is one of which the general effect is produced by the use of an

imperative predicate whose subject has the second person.

Ex.—O, give thanks unto the Lord; call upon His holy name; make known His deeds among the people. Remember His marvelous works that He hath done.

279. **An Exclamatory Sentence** is any sentence used as an exclamation, that is, so as to indicate the effect, upon the utterer, of the feeling or passion that prompted the utterance.

Ex.—Shylock! a pound of that same merchant's flesh is thine! O, how wretched is that poor man, that hangs on princes' favors! May all the curses of life be on him!

Capital Letters.

280. Begin with a capital letter,—

1. The first word of every rhetorical sentence.

Ex.—The sun shines. Who is the man?

Remark 1.—Rhetorical sentences are frequently incorporated as an element of another sentence, by formal quotation; and then it retains its initial capital. But when it is informally quoted it loses its initial capital.

Remark 2.—A FORMAL QUOTATION is one whose exact words, as well as thought, are copied, or thought of as copied.

Ex.—Mary said, "He is my uncle." "One truth is clear; whatever is, is right."

Remark 3.—AN INFORMAL QUOTATION is one whose thought, but not the exact words, is copied, or thought of as copied.

Ex.—Mary said *that he was her uncle.*

NOTE.—It seems that when the exact words and thought are not conceived as copied, it is an informal quotation.

Ex.—One truth, *that whatever is, is right*, is clear.

2. The first word of every line of poetry.

Ex.—"Not a truth has to art or to science been given,
But brows have ached for it, and souls toiled and striven."

3. Each line of a formal enumeration of items arranged in lines.

Ex.—The teacher reported,—

No. days taught	20
No. male pupils enrolled	16
No. female pupils enrolled	20
Total No. pupils	36
Average daily attendance	34

4. Usually the first word after a formal introductory word or clause.

Ex.—*Resolved*, That the capital of the U. S. should be removed to St. Louis. *Be it enacted by the General Assembly of the State of Indiana*, That every foreign corporation, &c. *Provided*, That it shall be lawful, &c.

5. Proper nouns, proper adjectives, titles of especial honor or distinction, common nouns personified, words denoting the Deity, and words of special importance.

NOTE.—(See rule and observations for capitals under Nouns.)

6. Usually abbreviations.

Ex.—Mr., Mrs., Gen., N. Y., Dr., Tenn., &c.

7. The pronoun "I" and the interjection "O" should always be capitals.

Ex.—O Lord, what shall I do to be saved?

TEST EXERCISE.

Supply capitals where needed, and reduce those wrongly used.

1. it is pleasant to recall the scenes of our Childhood.

remember the maxim, "know thyself." father said, "my boy, do right."

2. and shun, o, shun the enchanted cup,
though now its draught like joy appears,
ere long it will be fanned by sighs,
and sadly mixed with blood and tears.

3. the Town has expended the last year,—
for marshal's salary.....$600.00
for street improvement.... 500.00
for lighting streets..... 200.00

4. resolved, that the proposition be accepted. this indenture witnesseth, that We, john Jones and James fisk, &c.

5. We shall start, next sunday, from new york, to london, england. When music, heavenly maid, was young—. The hand that made us is divine. The savior said, "suffer little children to come unto Me."

6. mr. gordon and gen. grant were in the City on tuesday. dr. Bliss was gov. Morton's Physician.

7. o, let us give thanks unto the lord. i tell you, i like to go to school.

PUNCTUATION.

281. **Punctuation** is the art of distinguishing and preserving the different expressions in written discourse, by means of marks or points.

NOTE.—Punctuation, though its province is chiefly grammatical, greatly assists the reader in determining many of the most important pauses.

Remark.—By changing the punctuation, the same words used in the same order, may be made to compose a variety of expressions.

Ex.—John Jones the doctor says he is sick.
John, Jones the doctor says he is sick.
John Jones, the doctor says he is sick.
"John Jones the doctor," says he, "is sick."

282. The marks commonly used in punctuation are the—

Comma	,	Exclamation Point	!
Semicolon	;	Dash	—
Colon	:	Quotation Marks	""
Period	.	Curves	()
Interrogation Point	?	Brackets	[]

NOTE.—The following will be found to comprehend the principal uses of these marks.

THE PERIOD.

283. *The Period* should be placed after every complete assertive, optative and mandatory sentence; after every abbreviation, after letters used as numerals, after captions, after the number at the beginning of a paragraph or line, and before decimals.

NOTE 1.—The possessive sign added to an abbreviation, follows the period.

Ex.—The Dr.'s story was interesting.

Note 2.—Abbreviated words pronounced as spelled, and such expressions as 1st, 2nd, 4to, 8vo, 9°, 21′, are not abbreviations within the meaning of the rule.

Ex.—Ben Johnson; July 3d; 12°, 14′, 25″.

TEST EXERCISE.

Supply periods where needed.

1 It snows 2 May heaven bless you 3 Let the wind blow 4 Mr Smith is old 5 Clark & Co furnished the coal 6 The house rents for £35, 8s, 6d per yr 7 Hon J A Garfield addressed the assembly 8 Geo III, King of Eng, was a narrow-minded man 9 Ind is bounded N by L Mich and Mich, E by O, S by Ky and W by Ill 10 Jno's hat is old 11 He read Ps xxiii, 6, 7

INTERROGATION POINT.

284. Every interrogative sentence, whether com-

plete or abridged, should end with an Interrogation Point.

Ex.—Who is that man? Which one? Do you not perceive that your designs are discovered, and that all who are present know of your conspiracy?

Remark 1.—The interrogation point is frequently used after each interrogative clause of a compound sentence.

Ex.—What! feed a child's body and let his soul hunger? pamper his body and starve his faculties?

Remark 2.—An interrogative sentence formally quoted and used as one of the principal elements of a complex sentence, should end with an interrogation point.

Ex.—The question, "Shall we proceed?" was answered affirmatively.

NOTE.—If the formal interrogative quotation ends the complex sentence, the interrogation point alone is used, though the sentence should otherwise end with a period.

Ex.—The chairman put the question: "Shall the meeting adjourn?"

TEST EXERCISES.

Supply interrogation points where needed.

1. But I am met with the objection, "What good will the monument do" and I ask in return, "What good does anything do" 2. Can honor set a leg No. Or an arm No. Or take away the grief of a wound No. Honor has no skill in surgery, then No. 3. What bounds will you set to your unbridled rage

EXCLAMATION POINT.

285. Every exclamatory sentence, whether complete or abridged, should end with an Exclamation Point.

Ex.—Dark is the night! How dark! No Light!
No fire!
Cold on the hearth the last faint sparks expire!

Remark.—Great freedom is given to the use of the exclamation point. It is usual to place it after any expression used as an exclamation.

Ex.—"Hark! How the sign-boards creak! The blast
howls by!
Moan! Moan! A dirge swells through the
cloudy sky!
Ha! 'tis his knock! he comes! he comes once
more!
'Tis but the lattice flaps!" Thy hope is o'er!

QUOTATION MARKS.

286. Every formal quotation, and words used as the peculiar language of another, should be enclosed with Quotation Marks.

NOTE 1.—A quotation within a quotation should be enclosed with only one of the marks at each end of it.

Ex.—"Leaning upon his hand, he 'consents to death, but conquers agony.'"

NOTE 2.—Authors frequently divide a quotation by inserting their own language; and then each part of the quotation should be enclosed with the marks.

Ex.—"Seek," whispers a voice in his soul, "and thou shalt find."

THE COMMA.

287. Each except the last of two or more expressions in succession joined by conjunctions and having the same relation to another element, should have a comma at its close, unless all the conjunctions are expressed.

Ex.—1. A full blown, red rose is pretty and fragrant. 2. John, James, and Joseph went across the field, and through the forest, to the village. 3. Anna gave me a peach, a pear, an apple, and an orange. 4. Thine is the kingdom and the power and the glory.

Remark 1.—Expressions used in pairs have the comma at the close of each pair.

Ex.—Summer and winter, seed time and harvest, and sunshine and gloom, come in their order.

Remark 2.—Antithetical, equivalent, and parenthetical expressions should be set off by commas.

Ex.—1. Though deep, yet clear. 2. Maize, or Indian corn, is their principal product. 3. I doubt, however, that it is right.

288. An appositive modifier, (except a noun, unmodified, or modified by "*the*" only), should be set off by the comma.

Ex.—Milton, the prince of poets, was blind. The idea, that the earth is flat, has been refuted.

NOTE.—A clause which is the antecedent and appositive modifier of "it," is not set off by the comma, when it does not immediately follow its pronoun.

Ex.—It is wicked *to lie*. It is strange *that men should like war*.

289. An attendant element should be set off by the comma.

Ex.—2. John, what do you study? 2. Well, I will tell you. 3. Speaking plainly, you have deceived us. 4. The command having been given, we proceeded. 5. To tell the truth, we lost the way.

NOTE.—The exclamation point usually takes the place of the comma after exclamations.

Ex.—Where, O Death! is thy sting? William, alas! perished.

290. A declarative clause used as attribute complement, or as modifier, unless it closely follows and restricts the term to which it relates, is usually set off by the comma.

Ex.—My opinion is, that the man is a scholar. 2. The rose, which was a fine one, was full blown. 3. The boys, when they had finished their work, were permitted to play.

291. Expressions out of their natural order are usually set off by the comma.

Ex.—In the spring, when the weather is fine, we sail on the lake.

NOTE.—The above rule should be applied with great caution.

292. The members, if short and closely connected, of a compound sentence, may be set off by the comma.

Ex.—John came quickly, but James remained where he was.

TEST EXERCISE.

Supply commas where needed.

1. John James and William he said were good boys. 2. Hope and fear pleasure and pains anxiety and indifference diversify our lives. 3. Intelligence not wealth distinguishes him. 4. The report that John has returned is not true. 5. Well now what did he say? 6. To tell the truth I do not know. 7. The man who then came forward answered me. 8. His belief was that the earth is round. 9. Birds fly but fishes swim.

THE SEMICOLON.

293. **The Semicolon** should be used between the members of a compound sentence when they are long, or contain expressions set off by commas, or are independent of each other or nearly so; after each of a series of long expressions having a common relation to some other expression; before an enumeration of particulars not formally introduced; and before *as* when it introduces an example.

Ex.—Everthing has its time to flourish; everything grows old; everything passes away. If we do our whole duty nobly; if we feed the hungry and minister to the sick; if we give up our own luxuries, to secure necessary comforts for the destitute, we shall have our reward in the applause of our own conscience. There are four

genders; the masculine, the feminine, the neuter, and the common. A noun is the name of anything; as, boy, house.

THE COLON.

294. **The Colon** is used before an expression introduced by "as follows," "the following," or any equivalent expression; also, after any expression which is complete in itself, but is followed by some remark, inference, or explanation.

Ex.—He spoke as follows: Mr. Speaker,—. Please to send the following items: 5 bbs. flour, &c. Yes: I know it. Mr. President: I move, &c.

THE DASH.

295. **The Dash** is used after an unfinished expression. It may denote an abrupt change, or great embarrassment.

Ex.—Mr.— says—excuse me—that he loves you. I—I—I—well, I don't hate him.

THE CURVES.

296. **The Curves** are used to inclose explanatory expressions and remarks not necessary to the structure of other expressions in which they occur.

Ex.—He is a gentleman (and I say it deferentially) who scorns such conduct.

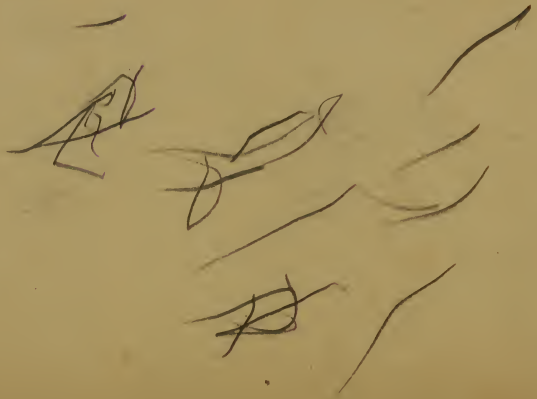
THE BRACKETS.

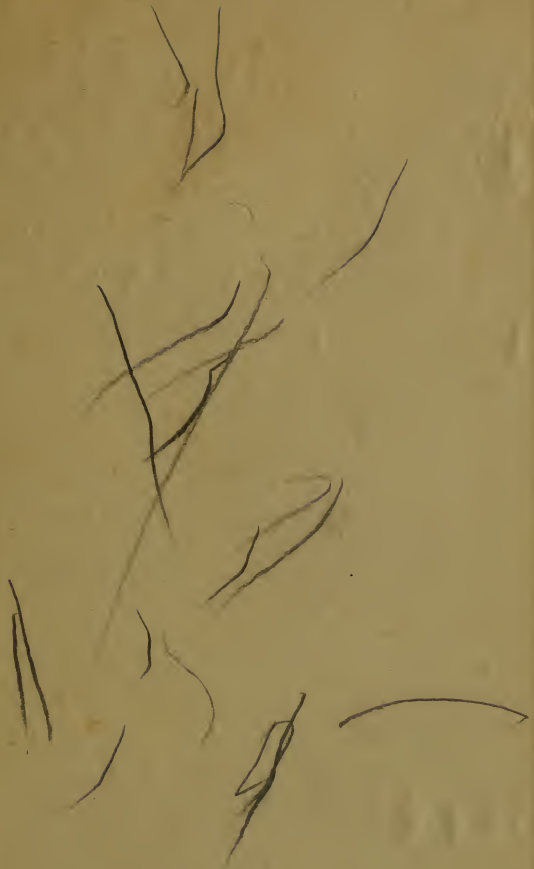
298. **The Brackets** are used to inclose words improperly omitted by the author, or introduced to correct a mistake; and to inclose observations and remarks made apart from the subject.

Ex.—It is Ann's [hat]. Truth and justice impose on us higher obligations. [Applause].

NOTE.—The teacher should require pupils to justify or criticise the punctuation in their books till they become well acquainted with the rules of punctuation.

THE END.





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